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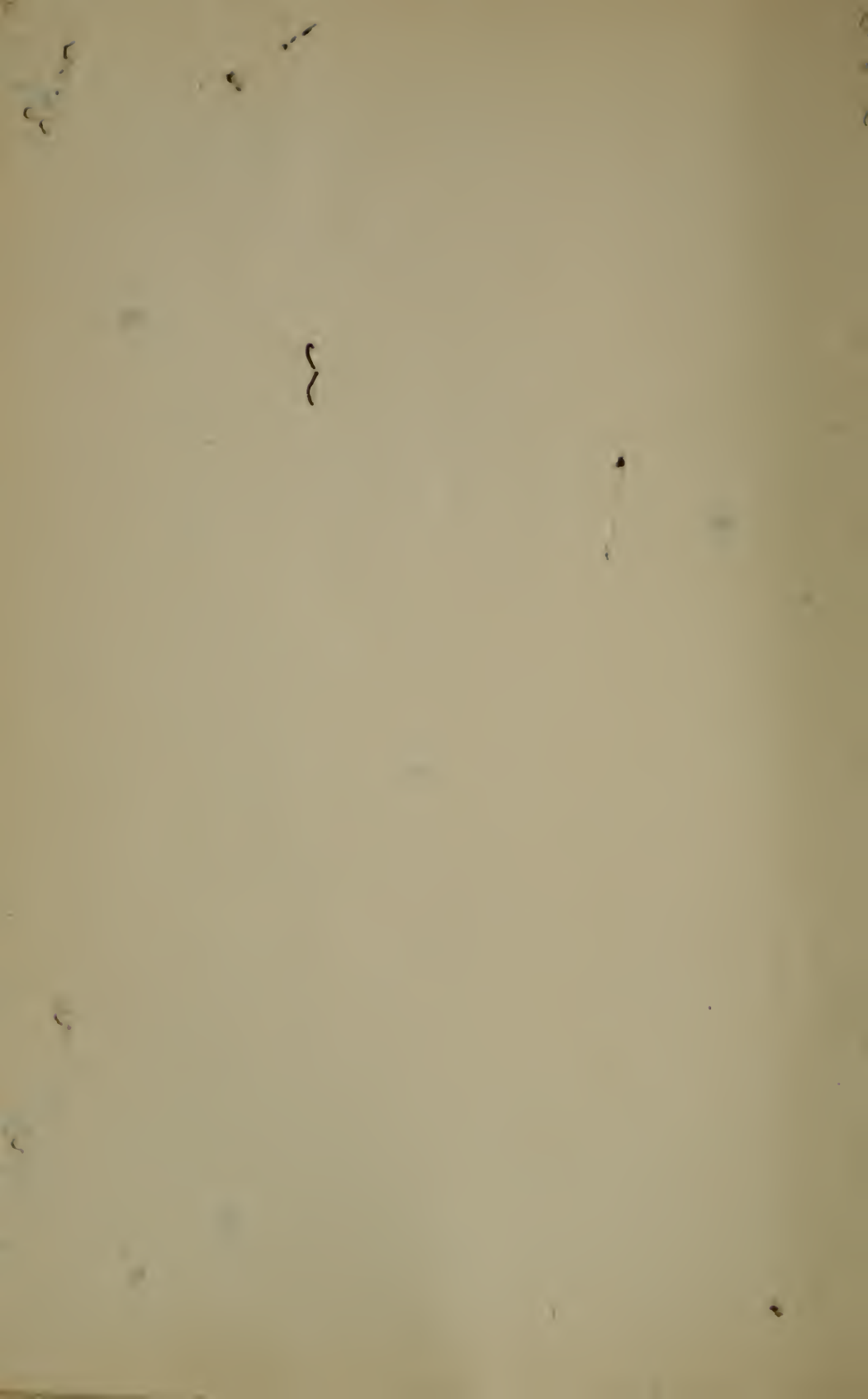
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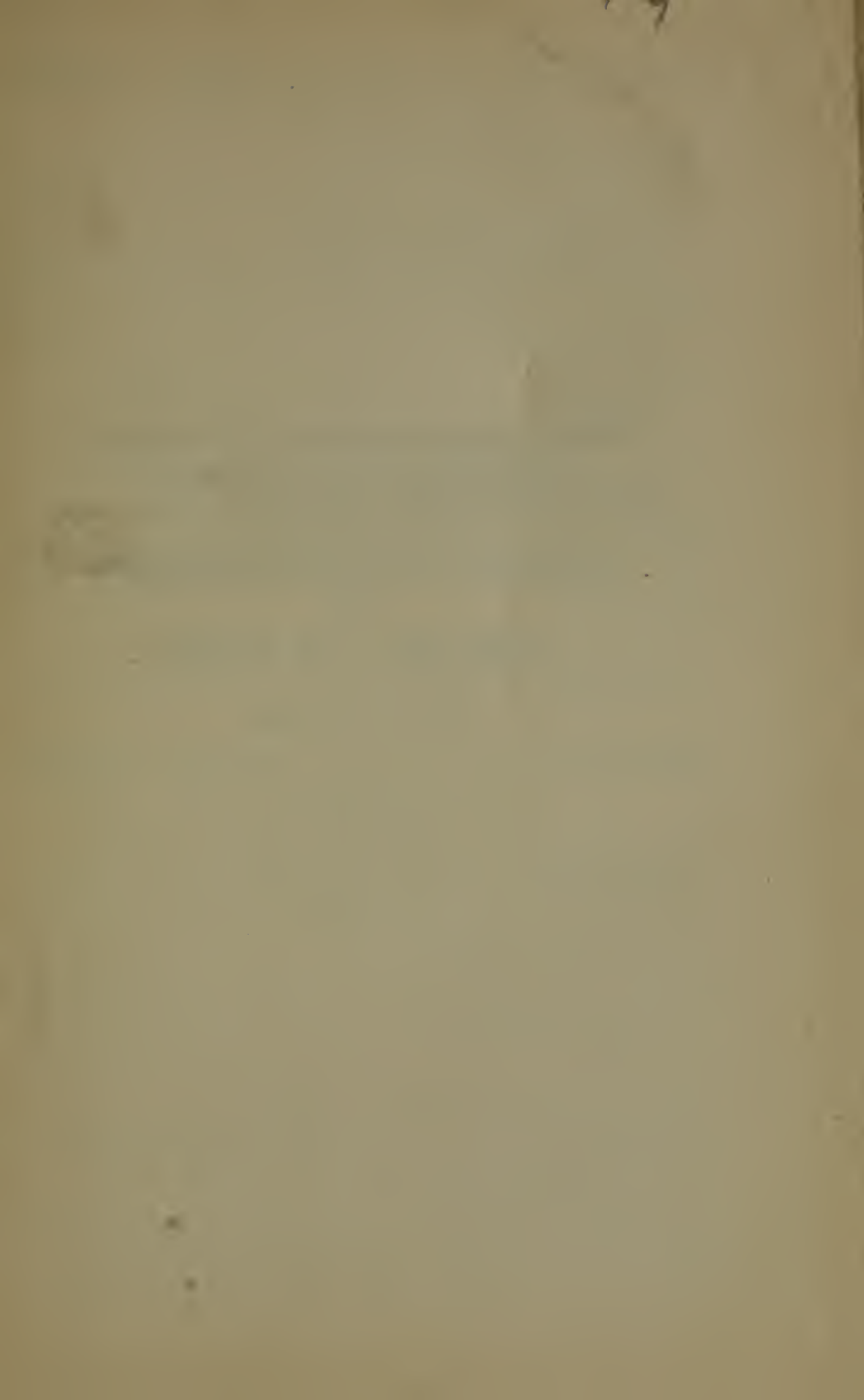
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LIPPINCOTT'S EDUCATIONAL GUIDES

EDITED BY WILLIAM F. RUSSELL, PH.D.

ASSOCIATE DIRECTOR INTERNATIONAL INSTITUTE, TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY

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CREATIVE SCHOOL CONTROL

BY

PHILIP W. L. COX, PH.D.

SECOND IMPRESSION

# LIPPINCOTT'S EDUCATIONAL GUIDES

Edited by W. F. RUSSELL, A.B., Ph.D.  
Dean, Teachers' College, Columbia University, New York

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# CREATIVE SCHOOL CONTROL

BY

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AUTHOR OF "CURRICULUM-ADJUSTMENT IN THE SECONDARY SCHOOL"



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CREATIVE SCHOOL  
CONTROL

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TO  
ELBERT K. FRETWELL  
LOYAL FRIEND AND INSPIRING COMPANION



to church and home, to school and scouts, and to neighborhood and city.

Every normal youth of our land is physically, mentally, and emotionally active much of the time. He finds satisfaction and self-realization in the complex emotional state that results from feeling and striving and acting under many and varied conditions. To the extent that he achieves evenness of temperament, and that his personality is integrated and harmonious, his social relationships are vitally affected. For good or for ill he is being guided thus by the community to participate in civil life now and in the future. The social self fixes the standard of behavior for each one of us. If the school can help each one to identify himself with a worthy social self, if the habits, attitudes, and impulses of each one are brought into accord with a social self of high ideals, then is the aim of education accomplished.

In preparing this volume, the author has drawn on the experience and philosophy of too great a number of personal and professional friends to make individual acknowledgment of his debt possible. He wishes, however, to use this opportunity to express his profound gratitude to two friends, Dr. Arthur D. Whitman of New York University, and Miss Dorothy I. Mulgrave of The City and Country School, New York City, whose loyalty and frank, sympathetic criticism have made this volume possible.

Recognition has been given to publishers and authors for all quotations and for all concepts consciously utilized in the text.

THE AUTHOR.

JANUARY, 1927.



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# PART I



# CREATIVE SCHOOL CONTROL

## CHAPTER I

### What Is the Problem? Why Does the Problem Face Us?

THE American people have definitely taken the position that education appreciable in amount for each individual is an asset which the nation cannot forego; and further, that education which is required must be free. This position is clearly indicated by many of the laws of both the nation and the several states. At the levels of junior and senior high schools, this attempt to carry on compulsory free education for adolescents marks a new era. Here is a true pioneering job that teachers and administrators of secondary schools are undertaking. There are no precedents; there is little guidance except such as may be derived from a study of social forces and processes by which non-school education takes place for good or for ill, and from reflective thinking on the learning processes, on how the school can best apply the findings of psychology.

Without discounting such guidance as sociology, psychology, and methodology may give us, let us note two other attributes that the pioneer in this new venture must have. The first of these is a venturesome spirit, a scientific experimental attitude that will lead him to try all things that seem hopeful, and to hold fast only to that which has surely been proved good.

The second and perhaps the more fundamental attribute is an optimistic frame of mind and a "steering philosophy of education, clear enough, embracing enough, gripping enough, to become the unifying principle which will ultimately bring together the various conflicting and rival forces in American life."

Here then is the equipment that all who are to undertake this magnificent venture must have: adequate, applicable, dynamic knowledges of sociology, psychology, and methodology, a pioneering spirit, and a brave philosophy of life. These five—and the most important is the philosophy. For without a whole-souled intelligent belief that the schools can discover and put into operation methods essential to democracy, and a sober determination to find such methods, the pioneering spirit will lead only to noisy, headless activity, and the knowledges of educational sciences will be inert and abstract.

Let us look again at the problem that we face. We need not be distracted by the jeremiads of those proponents of conventional "culture" and aristocratic education who protest that American youth is being over-educated. The states, through their legislatures, and the parents by their readiness for self-sacrifice, are expressing their wills that ever-increasing numbers of boys and girls shall continue in school until they are sixteen or eighteen years old. Compulsory school attendance laws, the establishment of continuation schools, subsidies for vocational education, employers' liability laws, and increased state and local appropriations for secondary education express the belief of the public in the saving graces of education. The evergrowing proportion of



pupils who attend school after the legal age requirements permit parents to put them to work (and to profit from their earnings), corroborates the fact that parents are convinced that the schools have something precious to impart to their children.<sup>1</sup>

*Ratios of Enrolment to Age-Population*

High School	1870	1890	1904	1918
I .....	5.0 per cent.	11.5 per cent.	21.3 per cent.	35.9 per cent.
II .....	2.9 per cent.	6.8 per cent.	13.0 per cent.	24.2 per cent.
III .....	1.8 per cent.	4.2 per cent.	8.3 per cent.	16.9 per cent.
IV .....	1.0 per cent.	2.4 per cent.	5.2 per cent.	13.7 per cent.

Counts studied high school conditions in fifteen American cities and noted that "in the fifteen cities, approximately 40 per cent. of the children of high-school age are in the public high school. . . ."

There is a "great variation among the cities in the proportion of children of high-school age in high school. The range is from 16.8 per cent. in New Orleans to 78.5 per cent. in Berkeley."

In spite of all its shortcomings, in spite of all specific criticisms leveled at the high school, almost never has any serious complaint been directed at the broadening effect of the school in American life. Except for the cynical aristocrat and snob, afraid, perhaps, that the dissemination of aristocratic "culture" will interfere with his monopoly, everyone seems to agree that the gross total effect of education on the institutions, customs, and general welfare of American life has been beneficent.

**Educational Influence of the School on Youth.—** Nevertheless, those of us whose duty and privilege it

<sup>1</sup>*Cf.* Byrne, Lee: "How Much Education Have the American People?" *School and Society*, March 18 and 25, 1922.

Also Counts, George S.: *The Senior High School Curriculum*, Univ. of Chicago, Chicago, Illinois.

## 6 WHY DOES THE PROBLEM FACE US?

is to deal with boys and girls in actual secondary school practices, must oftentimes have grave misgivings, regarding the educational effects of school and leisure-time experiences on many pupils. The courses of study and teaching methods with which we adults struggled with passable success when we were in school, seem to strike no spark of enthusiasm when many of the younger generation are brought into contact with them. Athletics, automobiles, clothes, dancing, money, even gambling and drinking—sometimes the spark of enthusiasm aroused by some or all of these experiences is only too obvious.

It is easy to state this condition objectively, implying that the responsibility for the neglect of opportunities is the pupil's—as it obviously is to some extent. Thus, in an article in *Yale Review*, President Angell of Yale says: "Young boys and girls are doubtless too often squandering time and opportunity, and wasting money supplied by the community for their education."<sup>2</sup> This is as far as many go in the consideration of the behavior of the younger generation. The school offers the same opportunities by which others have profited; if now, boys and girls will not take advantage of them, that is their affair.

Here is a complicated problem to be sure—a veritable paradox! Boys and girls are in our high schools in larger numbers than ever before, continuing in school for more years and more grades than ever before; and yet it is frequently charged that they are idling and misbehaving, and neglecting their studies as never before, dancing and joy-riding as never

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<sup>2</sup> Republished in *Journal of Education*, May 7, 1925.



before. The condition the school faces is complicated. The public and parents have faith in our works. We teachers are not so sure that what we give pupils is best for all of them. Some critics are clearly of the opinion that many pupils are learning many bad habits and attitudes while in secondary school. For this difficult situation we teachers must find a solution. The question of causes of the dilemma is acute. And what is the reason for it? Is it that young people are getting too much education? Too little education? The wrong kind of education?

President Angell sees this confusion, and his common sense answer is unequivocal; for he continues: ". . . the trouble is not that most of them are getting too much education. They may be getting the wrong kind of education. . . . But the prevalent difficulty is certainly that the rank and file are getting too little education."<sup>3</sup> Such an inclusive definition of education as this statement implies is in accord with the modern trend.

If then, our adolescent boys and girls are receiving too little education, and if the conventional class subjects and class methods do not arouse them to exert themselves, we are driven to the conclusion that they are receiving the wrong kind of education. It all comes to this: We must start with boy and girl nature as it is; we must start with society as it is. The only variable possible is the school curriculum and regimen. We may hope for better boys and girls or different kinds of boys and girls at some future time; we may hope for a far more intelligently organ-

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<sup>3</sup> *Ibid.*

ized society some day. But since it is the duty of the school to try to bring about a purified and idealized society, and, perhaps, to affect changes even in boy and girl nature and nurture, it is important that we start by facing realities now.

**Sympathetic Understanding Is the Teacher's First Duty.**—And if we would do this, we shall need all the pioneering spirit and experimental attitude possible, and a steering philosophy based on a clear conception of the kind of society and types of individuals that we aim to develop. The first duty of the social pioneer, as of the moralist, is to try to understand. And understanding, as J. K. Hart has pointed out, "is very disconcerting, because intelligence absolutely refuses to bind itself, beforehand, as to what its ultimate conclusions in any investigation shall be. It does not blind itself with ancient platitudes about how 'everything will come out all right'; or fool itself with the dogma that 'what was once moral is forever moral.' It knows that, in the long history of the race, the new morality needed for the new age has always emerged at the end of an inquiry; and it faces the world in that mood."<sup>4</sup>

Shall we then fore-ordain ourselves to be disconcerted, as a football player sets himself to withstand and overcome the charge of the opposing forward and back? There is an alternative. We can improve our schools without the painful necessity of thinking what it is all about. We can introduce new activities, clubs, assemblies, student councils, etc., because such

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<sup>4</sup>Hart, J. K.: "The Automobile in the Middle Ages." *Survey Graphic*, August, 1925.

a procedure eases up the disciplinary situation, or because it is becoming the fashion to do so. And thus, we need never be disconcerted at all. Reflective thinking may be unnecessary if we have learned from imitating someone else the "right" things to do and the "right" way of doing them. To turn out the light when one goes to bed, to put food into one's mouth with a fork, to remove one's rubbers before entering a house on a rainy day—these procedures call for a minimum of reflection.

These pages are addressed, however, not to those who are content to play "copy-cat," but to those who are gifted with a "divine discontent" concerning whatever is merely customary, until they have examined each procedure to see if common sense justifies it. For such inquiring spirits the new times hold forth a challenge.

This challenge will be felt most compellingly by those brave spirits who have no fear of the open road. On the smooth highways are found Latin conjugations, quadratic equations, English "classics," chronological history, docile children, academic interests, bright minds, all making for pleasant travelling. We feel a twinge of regret that they may not in the future furnish us the smooth, firm footing that we have enjoyed in the past. The old roads will remain. We shall often travel them again with some companions for whom they are suited.

But a new age brings new problems. We leave the broad highway of accustomed scholastic education as the sole means of education, and enter the cart roads and foot-paths of a freer and newer conception. We



seek the wholehearted coöperation of all forward-looking teachers, parents, community leaders, and boys and girls in a venture into the new educative process. *Together we shall create a new school control of human behavior.* This creative school control shall take account of social forces and problems, shall accord with a sound educational psychology and with the best conceptions of methodology. Such pioneering will not be easy. But it will be joyful. And it will satisfy the demands of a bold philosophy of life.

## CHAPTER II

### What Social Order and What Forms of Human Control Do We Seek?

IN AMERICA, we are committed to a great social experiment. We have sought first to establish a political democracy; we have sought to discover whether a government of, for, and by the people can long endure. But from the beginning of the republic we have also striven for an economic and social democracy as well as a political democracy. Indeed the Preamble of the Constitution itself asserts that political democracy is only an agency for attaining desirable social conditions, tranquillity, justice, common welfare.

Political democracy has not yet proved itself; it certainly has not fulfilled the hopes of its prophets. It may easily turn out that human associations are best controlled by some other form of government and social relationships than those of democracy—an overlordship of a vested industrial oligarchy, a rule of the proletariat, a tyranny by a benevolent autocrat. Whatever our personal predilections, however, we are schoolmasters in the service of the republic and as such we are definitely committed to a whole-souled effort to make the program of democracy succeed. If it fail, failure must not have been caused through negligence on the part of the schools, supported as they are for the very purpose of assuring the success of democracy.

What is the social order for which we aspire? "If we know not whither thou goest, how can we know the way?" This query of Peter's is a very human one. If we know not the goal, shall we not stumble blindly without knowing whether we go forward or backward? And yet in the sense of knowing a systematic, social, economic, political system, we frankly do not know the social order to which we aspire. For democracy is a process—a way of life. As such it is about us. It is not a far-off objective to be sought. Conceivably it might be brought about in a moment, if only a majority of our generation could overcome the habits and attitudes that interfere with the mode of life we seek.

The primary hindrances to democracy noted by Bryce are intolerance, selfish indifference, and individual self-seeking. These are habits and attitudes that interfere with the process of democracy. They prevent the better way of living. They encourage us to rationalize the present social order, to find good reasons why we need not be tolerant, why we need not exert ourselves to prevent or oppose malfeasances of persons in authority, and why we may as well indulge our whims or seek self-aggrandizement. Indeed, this rationalization seems to take the form of an anxiety that "democracy be made safe," that discontented or critically disposed persons be prevented from asking questions about how wealth and power are obtained and manipulated.

"Democracy is an adventure," says Churchill, "the great adventure of mankind. The trouble with most men is that they want to make it safe. It cannot be made safe. It is like life. Neither is that safe.



The moment you try to make it safe you lose all there is in it.”<sup>1</sup> Let us then think of democracy not as a far-off, static civilization to be sought through the generations, but as a way of associated living here and now, a means for attaining general welfare, justice, tranquillity which depends on tolerance, interested participation, and subordination of self to the general welfare. If we do so conceive democracy as the way and the light, we shall clearly see that the first task of the school, its immediate objective, is the formation of social habits, attitudes, and knowledges.

**Social Virtues Develop through Their Applications.**—But tolerance, unselfishness, readiness to participate cannot be taught in a vacuum. These habits and attitudes, along with the necessary skills and knowledges of how to act, must be imbedded in associated undertakings that arouse enthusiasms. If we are to learn to tolerate unwelcome viewpoints, we must face real opposition in matters that concern us vitally. If we are to learn to subordinate personal aggrandizement to the common welfare we must have the opportunity to develop the desire to contribute to the common welfare; there must be real personal advantages to be sacrificed. If we are to overcome a tendency to be indifferent there must be opportunity for us as members of organizations to make decisions that call for critical analysis, and sometimes for active opposition.

First and foremost, the objectives of education are to be sought in the character modifications that are of great value in the life processes; then pupils are to be encouraged to undertake associated activi-

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<sup>1</sup> Churchill, Winston: *A Far Country*.

ties that will very likely result in the organization of institutions comparable to those of civil life. In this way it is most probable that interests, attitudes, ideals, habits, and powers essential to a general good will, to worthy uses of leisure, to civic, economic, and domestic efficiencies, will be learned through experiences amid conditions so similar to those of life that a carry-over into out-of-school life will be most probable.

But it may be objected that a modern democracy enmeshed in the complexities of an extraordinarily elaborate mechanical civilization needs citizens who possess accurate knowledge and information about social conditions just as surely as desirable attitudes and moral qualities. This is true, perhaps; surely the school's curriculum should afford opportunity to all to obtain such civic information. It is obvious, however, that information, unless accompanied by and associated with interests and desires to bring it to bear on social problems and social processes, is futile. Hence, however rich and valuable may be the subject-matter of the curriculum, the functional objectives of social education are to be attained only where there is a wholehearted participation in attacking social problems for purposes that are in themselves real. The performance of school tasks for the sake of getting a high mark from the teacher, the search through a library to get material for a term paper required in a course, the mastery of formal subject-matter set forth to be learned, result only accidentally in changed attitudes or behavior.

When students associate themselves in undertaking to publish a paper, to give a dramatic per-



formance, to win a football game, or to organize a debating club, the activities are purposeful and worthwhile to the individuals in and of themselves. If they are so conducted as to increase tolerance of varying viewpoints and behaviors, to encourage all members to put group welfare before self and participate actively in all that affects the organization, then both the social order and the forms of human conduct sought are present in the school itself.

By such a creative control, the school itself has become the way and the light. It typifies its own objectives. It is real. And reality is the point of contact, the only point of contact, that the school can make with the outside world in the heart and mind of the youth in an age of realities. The customs, the "right ways" of the day must arise out of the social milieux in which they must be applied. Moralities of a previous age are no longer adequate for the days to come. "Conscience" is a copying of the ways of the herd,<sup>2</sup> but the ways of a large fraction of the herd are radically changing in this age. And the school can encourage a socialized conscience only by an emotionalized institutional loyalty sufficiently vital to motivate habits, interests, and attitudes, that function in real life situations.

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<sup>2</sup> Cf. Hart, J. K.: "The Automobile in the Middle Ages." *Survey Graphic*, August, 1925.

## CHAPTER III

### How Shall the School Affect Conduct So As to Contribute Most to This Desired Social Order?

“DEMOCRACY must show a capacity for producing not a higher average man, but the highest possible type of manhood in all its manifold varieties or it is a failure. No matter what it does for the body, if it does not in some sort satisfy that inextinguishable passion of the soul for something which lifts life away from the prose, it is a failure. Unless it makes itself gracious and winning, it is a failure. Has it done this? Is it doing this? Is it trying to do it?” Thus says James Russell Lowell. And, again, he defines democracy: “Democracy is that form of society, no matter what its political classification, in which every man has a chance, and knows that he has a chance.”

Such definitions of democracy may seem vague when we seek to know the social order for which we strive. But they become concrete when we apply them to the school as standards for judgments regarding our present procedures. What has the school done—what is it doing—what is it now trying to do to satisfy that inextinguishable passion of the soul for something that lifts life away from prose? To what extent is the school giving to every child a chance, and seeing to it that he knows that he has a chance?

Our schools have doubtless opened up opportunities to gain information about conventional subject-matters—languages, literatures, histories, social and natural sciences. More needful than knowledge about

social processes, however, are public spirit and honesty. Practices in coöperation and participation in actual efforts to solve social problems can alone give true knowledge, develop a public spirit that will function, and assure an aggressive, positive honesty.

To a degree, it is true enough that the school does now commonly encourage and transmit a general viewpoint toward individual rights, an attitude of mutual toleration and helpfulness, a political and social philosophy that is imbedded in community ideals and traditions. Classes, assemblies, corridors, football bleachers, and athletic teams, the mingling of rich and poor, of boys and girls of differing social, racial, religious, political inheritances, all are of great value, and are typical of those social intercourses that have in the past been practically effective in safeguarding and promoting such democracy as we have achieved. In spite of regrettable exceptions, it has been generally true that the moral tone of the school-room and of the playing field has been kept higher than the level maintained by the community at large. In the school, fair play is honored; unfair players are banned and ostracized; betrayal of public trust by private interests is very unusual; and the captain, editor, or president of a student organization who has favored his friends or his society in making appointments to positions of responsibility loses the confidence of the school and frequently is severely disciplined by his fellow-students. Practice by young citizens in according approvals and registering protests effectively in the life of the school community doubtless goes far to offset or attenuate the evil social habits of negligence and selfish indulgence that form



that cancerous growth in our community life which was noted by De Tocqueville a century ago, and very recently commented on by Lord Bryce.

**Most Potent Are Informal School Procedures That Parallel Community Activities.**—And these precise practices of social activities in those aspects of school-life that correspond most nearly to general community activities give us the key to the solution of our problem. *Formal* class-room education can do little to correct the political and moral short-comings of our social life. If our hope for achieving the democratic ideal lay in "education" as commonly understood and generally practised, then the pessimism of competent public leaders, so frequently met, would be only too well justified. But the new education, the creative behavioristic education, if thoroughly understood and bravely carried out, justifies an optimism regarding our future, greater than frequently finds expression. For the new education leads pupils to form habits of social usefulness and serviceableness because of direct social need and motive, arising from existing social situations. Else, the most indispensable condition would be left out of account, and the results would be correspondingly partial.

"Except so far as the school is an embryonic typical community life," says Dewey, "moral training must be partly pathological and partly formal. Training is pathological when stress is laid upon correcting wrong-doing instead of upon forming habits of positive service. Too often the teacher's concern with the moral life of pupils takes the form of alertness for failure to conform to school rules and routine. Any conditions that compel the teacher to take note of

failures rather than of healthy growth give false standards and result in distortion and perversion.

“The moral training of the school is formal,” he asserts, “because moral habits currently emphasized by the school are habits that are created, as it were, *ad hoc*. They are necessary simply because the school system is what it is, and must be preserved intact.

“The child ought to have the same motives for right doing and to be judged by the same standards in the school, as the adult in the wider social life to which he belongs. Interest in community welfare, an interest that is intellectual and practical as well as emotional—an interest, that is to say, in perceiving whatever makes for social order and progress, and in carrying these principles into execution—is the moral habit to which all the special school habits must be related if they are to be animated by the breath of life.”<sup>1</sup>

In short, learn life by living in such a way as to gain moral habits and attitudes that are effective in life. But we cannot rest our methodology there, for desirable habits and attitudes do not arise automatically or inevitably from socialized school activities. Students debate to win, by befogging the true issues, by belittling or distorting their opponents' arguments. In a sense, this is truly socialized activity; it is typical of debate outside the school. Assuredly, however, it is not the kind of debate, or for that matter, the kind of thinking that the school as a telic agency ought to be developing. The same is true of athletics, journalism, school politics; undesirable outcomes are frequently found, as well as desirable ones.

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<sup>1</sup> Dewey, John: *Moral Principles in Education*, pp. 14-17, Houghton Mifflin Company.

The question that we must answer is: what kinds of school activities are most likely to be serviceable in creating within the school a purified and idealized society wherein pupils can practise the social virtues and social controls? Part II of this book deals with the several activities that in the experience of progressive schools have appeared most promising for further development as instruments of a creative school control.



## CHAPTER IV

### Pioneers' Use of the Best Current Practices The Program of the School Faculty

IF A faculty, or at least a purposeful minority of a faculty, has frankly recognized such problems as those that have been considered in the preceding chapters, how should they and their supervisory officers proceed to set up a program? In the nature of the case, there can be no copying of models of school organization. To assume that some pattern of administration or organization can be lifted bodily from one school and used successfully in another indicates a complete misunderstanding of the process of democracy. For it is the essence of democracy that it is a working-out of institutions, an experimentation with one procedure after another. At best, and seldom, such experiments are carried on to test out carefully formulated hypotheses. More frequently the procedure is one of trial and error, capitalizing successes, discarding failures, but often saving some bit of experience from each trial to use again in a different setting.

Also, there is a more fundamental reason for not borrowing wholesale from the results of other school experiments. None is perfect, none can be perfect; if democracy ever attains perfection, it will be out of a job. Hence, mere borrowings and adaptations inevitably result in taking the evil with the good. Much of the ill-repute sometimes earned by schemes of student

participation is due to an attempt to fit a ready-made method or plan into a school that is naturally unprepared to utilize it.

Patience is needed by our pioneers. It takes time to grow a democracy. Indeed, democracy is a process of growth. It is necessary, then, to be content to stimulate and guide the growth, and have faith in a final ideal organization that shall be coöperatively striven for, but which shall probably never be reached.

Pupils and Teachers Should Acquaint Themselves with Practices in Progressive Schools.—Nevertheless, the social processes as such are not developed *de novo*. They are the very stuff of which civilization is made. "Original thinkers," says Thorndike, "are those who utilize most completely the results of other men's researches and achievements." But they use them intelligently, sceptically, scientifically.

The school that is becoming more thoroughly socialized will be profoundly benefited by the systems developed in such progressive high schools as the Lincoln (Nebraska) High School, DeWitt Clinton and Washington Irving (New York City), Central (Tulsa); and such junior high schools as Blewett (St. Louis), Washington (Rochester), Latimer (Pittsburgh), and Holmes (Philadelphia). But teachers will be content to know of these organizations, and to make the results available, so that pupil committees may obtain suggestions for meeting *their own* problems.

In this way the innovations in school publications spread from school to school; assembly programs found serviceable, football tricks found effective; rules



of conduct that prove helpful in one school, are sometimes adopted with little or no modification by another, but more frequently they are adopted after trial, so as to serve best in the new order of administration which they must fit.

Types of councils, clubs, equipments, and devices of all kinds can moreover be utilized by other processes than those of adapting completed procedures. A greater gain can be made by studying the methods used in successful schools to develop the state of socialization in which they are found. How did Wilson, Newlon, Deam and Engleman lead the teachers, pupils and community of Decatur to coöperate to improve the school's activities? How did Glass and Finch manage the Junior High School at Rochester so as to get the wholehearted participation of faculty and students? How did McAndrew so stimulate the teachers and pupils of Washington Irving High School that they formulated and put into practice the forward-looking philosophy of education for which it is so justly known?

**Four Steps in the Promotion of a Creative School Control.**—(1) The *fundamental* step in a creative, vital program of school control is the inspiration of the teachers, or at least a considerable fraction of them, to a state of conscious desire for a share in the spontaneous student-life that goes on willy-nilly in and about the school. Doctor Fretwell in a recent address paraphrases Wilbur C. Abbott as follows: "While those in charge of institutions of learning have been making courses of study along the lines of their own activities, the undergraduates with the aid of the

alumni have really founded another institution to meet their own desires." <sup>1</sup> Abbott is, to be sure, speaking of university life, but the statement is nearly, if not quite, as true for the high school as for the college.

Those intelligent teachers who appreciate that all that children do purposefully and enthusiastically educates them, will respond to an opportunity to discover what it is that high school boys and girls do vigorously. They recognize that only by reënforcing, guiding, directing these spontaneous behaviors, can the school affect the lives of the boys and girls intrusted to them. The first step in arousing in the teachers a desire to participate with the children in their vital activities, is to help them to become aware of the existence of these activities. The second step is to encourage the teachers who grasp the vision to experiment with one phase or another of school organization that promises to give pupils an opportunity for the same spontaneous self-expression in connection with the school as that which characterizes their extra-class and extra-school activities.

(2) Such encouragement requires more than mere passive acquiescence on the part of the administrator. If experimenting is to be satisfying, every instrument of school administration must be utilized to make the efforts at socialization successful, and adequate recognition must be given to every brave spirit who is ready to depart from the conventional procedures of the class-room re-citation of words, and to try instead to stimulate and direct student activities. Such recog-

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<sup>1</sup>Abbott, W. C.: "The Guild of Students." *Atlantic Monthly*, Nov., 1921.

dition takes not only the form of public citation and congratulation, but it should be reflected in the distribution of posts-of-honor, chairmanships of committees, heads of departments, in salary increases, in school-time set aside for this time-consuming and energy-consuming pioneering.

The principal or superintendent who will construct his inside cabinet wholly from teachers who do engage in a program of creative school control, will be taking the second big step to make pioneering satisfying. For in faculty leadership as in the teaching of arithmetic or table manners, Thorndike's directions must be followed: Put together what belongs together and make the connection satisfying. "Making the good contagious" is promoted not so much by making pretty speeches to the faculty, as it is by whole-hearted participation and partnership by the leader with those teachers who are ready to create, and by putting them in positions of honor and responsibility. To expect a teacher to expend energy in emphasizing the socialization process while dependent for recognition and promotion on an inert and reactionary supervisor is like expecting water to flow vigorously up-hill. For it is almost certain that the subordinate teacher's eager efforts to create will be resented by the conventional superior, and this will be annoying to the teacher. Thus will the law of habit formation be set at nought.

(3) A *third* requirement for the successful installation and practice of a creative school organization is a carefully planned standard uniform practice regarding all school mechanics. These uniform practices regard-



ing reports, records, fire-drills, lockers, text-books and supplies, medical inspection and the like, should be reduced to written form. They should be explicit, detailed, definite. But there should be included under this *standard uniform practice code* only the minimum of mechanics necessary for a smooth-running school. It should be clearly understood that all teachers must carry out the directions to the letter. But aside from this minimum uniformity the teachers should be free to experiment in all educative processes. No premium should be placed on uniformity or conventionality as though uniformity and conventionality were ends in themselves. It is to draw a sharp line of demarcation between things that belong to Cæsar and those that belong to education that this definite procedure in regard to standardized practices is recommended.

Assuming a minimum of uniformity, and assuming that all teachers do abide by these requirements adequately, then it is obvious that superiority and availability for promotions and appointments to positions of honor and trust will depend on the contributions of teachers to the educative processes.

Too frequently have promotions gone to those teachers who were conspicuously successful with the minutiae of education. The harrassed principal, not having planned his administration carefully, was very grateful to the subordinate whose book-lists were correct, whose reports were neatly and promptly submitted, who could be put in charge of the supply-room, or labelling library books. Teachers gained promotion in education, not by superiority in the educative processes, but by good clerkship—like Gilbert

and Sullivan's character who polished up the handle of the big front door, who stayed at home and never went to sea, and so "became the ruler of the Queen's navee."

What wonder that our high schools have so often such visionless and inert minds among the administrative officers and heads of departments! How could it well have been otherwise? How can it now be otherwise, unless standardized practices be reduced to a minimum and directions made as definite and explicit as possible?

(4) The *fourth* constructive device for developing a socialized school is to take account of the general conservatism of parents and of the community. This conservatism frequently appears in rather unexpected places. Often men and women who are identified with progressive movements in the community are really disturbed at the changes that appear in the school. Church groups, women's clubs, in one place even an art club, appeared to be hostile to the growing student activity in the high school. One may say that the parents or adults of the communities did not understand—and to an extent that was doubtless true. But in large part, there was a resentment, perhaps unconscious, because the movement for socialization or for spontaneous expression was carried out with no reference to the groups which might have led or sponsored the new education.

The school administrator who is a realist, who deals with human nature as it is, will seek coöperation from the start, not only from all the potentially progressive teachers, but from all the potentially

progressive groups in the community. The teachers frequently belong to community groups; the Parent-Teacher Association doubtless will contain many parents from various community groups. In organizing committees of teachers and parents in the very beginning, it will be well if a conscious attempt is made to reach all groups who may well be friendly and constructive if their assistance is sought early enough.

Directing the activities of faculty and community in this democratic project is very similar to the task of the good teacher who supervises and leads a class engaged in a class project. Motivation is half the battle, perhaps nine-tenths of it! The problems for which solutions are sought are eminently practical ones, and they demand only tentative solutions for the moment. Shall we permit or encourage interscholastic athletics for girls? What steps may be taken to secure better kept school grounds? How can we avoid congestion in the corridors at lunch time? How can we raise money to purchase instruments for the orchestra?

These and many similar school problems arise constantly. A faculty committee chosen to consider any one of them may want to make use of various organizations already in existence, or to call into being a student or parent organization for the specific purpose of dealing with the problem.

If student council, home-rooms, athletic associations, parents associations, community organizations, other committees of teachers already existing, are asked to aid, there are supplied even more intrinsic activities, and ever larger groups of pupils, teachers, parents, and neighbors get to coöperating. If new



councils or committees are formed, practice in organizing for school community purposes is gained, and the accompanying emotional attitude inclines pupils to be ready to undertake similar activities in the future.

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## PART II





## CHAPTER V

### Creative Control Through Home-room Activities

“EXCEPT as the school is an embryonic, typical community, school training is sure to be pathological and formal.” This statement of Dewey’s is a call for all who would have the school a positive, constructive force in the education of children, to set up a program of activities that will make it probable that all pupils may develop the ability to participate intelligently in directing the affairs of their school communities. For only so will it be possible to trust the conduct of the school to the members of the school community, which surely is essential if the school is to be an “embryonic, typical community.”

Doubtless all occasions which encourage boys and girls to join for common purposes have potential value in promoting the habits, skills, and attitudes that underlie community life. Such occasions are indeed a part, almost an inescapable part, of social life. Fires, circuses, theatres, dances, cheering sections at games, assembly exercises, all affect boys’ and girls’ readiness to lead or follow, to submit or revolt, to perform assigned tasks or to shirk them.

If, however, the school authorities are interested not in promoting social reactions in general, but rather in the selection of certain ones, then there must be provided for all pupils opportunities to develop, with the wise leadership of their teachers, specific habits and attitudes of initiative, readiness to coöperate, skill

in leadership, obedience to recognized authority. The experience of those schools which have been most successful in obtaining a general participation of very large proportions of their student bodies indicates that the best place to develop the desired traits is in relatively small groups each organized as a unit community. Under guidance of a teacher-adviser in the small high school such a group may also be a class—freshman, sophomore, junior or senior; in larger schools they are usually home-room groups. Such a group is expected by the principal and faculty to organize itself so as to direct its own immediate affairs and to coöperate with every other home-room. For these activities at least a fifteen-minute home-room period is commonly a part of the daily schedule; in some cases as much as a full period is provided. Whatever organization and procedure the pupils may adopt as a means of meeting their responsibilities in the home-room, they are guided rather than dictated to by the teacher. The pupils, guided by the teacher when necessary, elect their own leaders or representatives who thereafter actually work with and represent their groups rather than form with other representatives a detached body dispensing laws for their groups.

**How Home-rooms in Some Successful Senior High Schools Are Conducted.**—Some characteristics of the home-room organizations and programs of activity in several typical successful schools follow:

At DeWitt Clinton High School, New York City, the teacher in charge of the unit is called the section officer, and the units are called sections. As a rule, each section contains boys of similar native intelli-

gence, about forty in number and so far as possible these sections maintain their organization with the same section officer throughout the four years of high school.

Within each section-organization is exercised general supervision over the attendance, conduct, and scholarship of pupils; a close personal relationship is fostered between the pupils of each group and their sponsor whose intimate knowledge of his boys and their parents enables him to guide them both in their school duties and activities, and also in their after-school and vacation employments, and in their collegiate and vocational ambitions.

Among the specific duties of section officers may be mentioned the following:

“They inquire as carefully as possible into the cause of pupils’ absences and the genuineness of notes of excuse presented by them.

“They are prepared to inform pupils about courses of study, requirements for graduation and entrance requirements for higher institutions.

“They see that pupils’ program cards are properly filled out, properly filed in the office, and revised whenever there is any change of program.

“They make out pupils’ report cards and see that these report cards are properly signed by parents, and returned, according to directions.

“They prepare summary sheets showing the number of pupils reported as doing unsatisfactory work at the end of the first five weeks and after the first half of the term.

“At the end of the term they see that all accounts



with teachers are settled before pupils are transferred to their new sections.

“They personally lock and unlock the wardrobe lockers and are present while the lockers are open.

“They should endeavor to adjust any friction arising between a pupil and any teacher, appealing to the office only as an extreme measure.

“They should encourage the section to such degree of self-government and organization as the pupils' degree of maturity warrants. The solidarity of the section as a unit should be stimulated by every legitimate means at the section officer's command.”<sup>1</sup>

At the Trenton, New Jersey, Senior High School, the units are called home-room sections, each in charge of a home-room teacher. The purposes of section organization and the functions of the home-room teacher are similar to those of the section and section-officers at De Witt Clinton High School. This organization is supplemented, however, by a group organization, each group being under the direction of a group-adviser.

The home-room units are organized under the direction of the home-room teachers, electing officers who take charge of the home-room during the absence of the teacher, and who assist him in promoting school activities. Beside the recording and routine administrative duties of the home-room teacher, he makes a statistical report of his charges at the end of each month, supplementing this by a special report when desirable.

The group-advisers have the following duties to perform for the pupils of their groups:

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<sup>1</sup> *De Witt Clinton Manual*, 1923.



“Arrange personal conferences with pupils and parents. Whenever necessary, they investigate the causes of failures and communicate with the parents of deficient pupils.

“Inform pupils about curriculum requirements for graduation and entrance requirements for higher institutions.

“Arrange the schedule of classes for the pupils in their groups and enter the pupils’ ratings in the permanent record books.”<sup>2</sup>

The home-room system of the Central High School of Tulsa, Oklahoma, is described in the *Manual of Administration* (1923) thus:

“The home-room system of Tulsa High School is equivalent to the advisory system used in many high schools. Through the home-room, opportunity is offered for the development of leadership, and for the promotion of a greater spirit of fellowship than the class-room affords. Here students receive the daily announcements, buy tickets for the various entertainments (unless they are sold in the bank), receive their report cards, purchase thrift stamps, and carry out the educational program assigned to them.

“The officers for each home-room are a president, vice-president, secretary and treasurer, and thrift director. Home-room periods are twenty minutes in length except on general assembly days, when they are ten minutes. The home-room teacher sits with her group in both class and general assemblies. From forty to forty-five students are assigned to each home-room.

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<sup>2</sup>Trenton, New Jersey, High School: *Manual of Administration*, 1923-1924.

“The educational program of each year is administered by home-room teachers. Work in social conventions, current events, and parliamentary procedure is carried on throughout the four years. The special freshman program is a study of high school administration and study habits; the sophomore, vocations; the junior, scientific advancement, inventions, and modern geographic research and discoveries; the senior program is of the notable men and women who have contributed to the world’s ideals.

“A class director, who sponsors the class until its graduation, supervises the home-room and extra-curricular activities of the class assigned her. Ordinary first-hand cases of discipline are adjusted by the class directors.”<sup>3</sup>

At the Lincoln, Nebraska, High School the home-room is described in the *Manual of Administration, Curriculum Organization and Social Control* (1919-1920), as the unit of administrative organization.

“Each pupil upon enrolling in the school is assigned to a home-room to which he reports when he arrives at school in the morning. The home-room is the administrative unit of organization. The home-room teacher has charge of attendance and acts as adviser to her pupils in their various school relationships. She becomes the immediate connecting link between the home and the school in problems of attendance, tardiness, scholarship and minor cases of discipline. The home-room teacher spends much time in advising with the pupils from semester to semester in regard to their work and their plans for the future.

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<sup>3</sup>Central High School, Tulsa, Oklahoma: *Manual of Administration*, 1923.

Announcements from the office in bulletin form reach the pupils through the home-room teacher.

“The home-room is also the unit of organization for the student council. Each home-room is represented by a home-room representative whose business it is to coördinate the work of the student council and the interests of the home-room. The home-room representatives make recommendations to the student council and bring back to the home-room pupils the messages from that body. In this way the student council reaches every pupil in the school. During the home-room period many of the less important class meetings, student council meetings, home-room representative meetings, club meetings and other similar meetings are held.

“Pupils are assigned to home-rooms by classes so far as possible. This guarantees a common spirit and purpose back of the activities of the room. For example, in the home-room to which seniors are assigned, the period is often used for the preparation of programs, class meetings, and other class activities.”<sup>4</sup>

**Home-room Groups Are Very Significant.**—It has remained for junior high schools, however, to develop a more thorough-going embryonic community through home-room groups. One of the earlier and most successful plans was that of the Washington Junior High School of Rochester, New York.

“The home-room is indeed the primary agency through which a very large share in social control is placed squarely in the hands of the pupils themselves . . . . The home-room plan, one teacher with an

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<sup>4</sup>Lincoln, Nebraska, High School: *Organization, Administration and Curriculum*, 1920.



assistant directly responsible for the welfare and progress of a small group, continues the one-teacher responsibility of the elementary school. It guarantees that junior high school teachers remain teachers of children, not of subjects.

“ Each room has five officers. The room president is class leader, the presiding officer at all class meetings, the teacher’s proxy during her absence, and the agent for library campaigns and other school enterprises. The vice-president is business-manager of all home-room activities and as the ‘ safety first ’ representative inspects and remedies menaces to sanitation and health. The secretary-treasurer is in charge of school reports and of all communications with the office, is custodian of class funds, and is in charge of savings accounts and thrift stamps. The usher is a reception committee of one to receive visitors, and to escort them through the building. He also leads his group in passing through the corridors, being required on his own ingenuity to extricate them from corridor congestion. The deputy is in charge of group discipline, dismissing the class and maintaining the order of his group in the corridors.”<sup>6</sup>

At the Oliver Wendell Holmes Junior High School, Philadelphia, Pa., the home-room units are known as “ chapters ” of the Industrious Civic Union. The pupils of each chapter “ elect their representative to the civic bodies known as the Council or the Administrative Committee, the Department of Public Works, the Department of Public Safety,

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<sup>6</sup> Lyman, R. L.: “ The Washington Junior High School, Rochester, N. Y. ” *School Review*, vol. XXVIII, No. 3, March, 1920. Reprinted in Lyman-Cox: *Junior High School Practices*.



the Department of Sanitation, and the Department of Social Welfare. During the home-room elections, as in all of the life of the school, two principles are of current emphasis: first, the significance of responsibility in choosing capable delegates to the governing bodies; second, the readiness of every individual, whether an elected officer or not, to give himself unreservedly to the public weal.

“ . . . . Every Friday each teacher conducts personal conferences with the pupils of her own home-room. Such guidance periods are strictly confidential; no visitors are permitted to attend them; even the principal of the school makes a point of not entering a room during the final hour on Friday.”<sup>6</sup>

A more elaborate system of home-room organization is that of the Ben Blewett Junior High School of St. Louis, Mo. As a rule no organizations or procedures have been at any time laid down for the advisory groups. Home-room sections have varied in size; “A” sections frequently had as many as forty-two or forty-five able, successful pupils, and “C” sections seldom had more than twenty-five slower, generally older and less enthusiastic pupils; “B” sections have varied from thirty-five to forty. Great care has been used in selecting teacher-advisers for these sections; particularly has the advisership of a “C” section been made a post of high honor, reserved for those teachers who had proved themselves peculiarly resourceful, broad of sympathy, tolerant, and persistent

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<sup>6</sup> Lyman, R. L.: “The Guidance Program of the Holmes Junior High School.” *School Review*, vol. XXXII, No. 2, February, 1924. Reprinted in Lyman-Cox: *Junior High School Practices*.

in seeking the confidence and friendship of these rather frequently misunderstood boys and girls.

From time to time suggestions for activities have been offered—assemblies to plan, athletic teams to organize, locker rooms to care for, competitions to promote. The ideal that every pupil should be a successful, vigorous participant in community affairs has been expounded; attention has been directed to the democratic process and to individual growth through activity rather than to quality of product, whether of team, assembly, or publication. From time to time, advisers who are conspicuously successful with some phase of the work have been asked to prepare reports for the rest of the faculty. This has given rise to a custom of appointing grade committees of advisers who have undertaken to reduce to writing the successful practices of each year for the guidance of the next year's advisers of each grade.

The suggestions drawn up by committees of teachers based on the successful procedures of the first half year 1919-1920 follow:

### Suggestions for Advisory Work

#### Seventh Grade—Fifty-five Minutes Daily:

##### I. First quarter year:

The first aim of the advisory work in this first quarter year should be to make each pupil acquainted with every phase of junior high school life.

Teacher should explain location of various recitation rooms, auditoriums, lunch rooms, office, locker rooms, shops, etc.

Teacher should lead in a discussion of the regula-

tions of the school, such as passing in corridors, rules for absence, tardiness, dismissals, going to locker rooms, care of books, lost articles, order in auditorium sessions, rules concerning homework, etc. (Encourage pupils to discuss the need for having such rules and how they apply to self-government).

Teacher and class discuss the meaning of self-government and then discuss the school organizations which help in the government;—Grade Congress, School Cabinet, Blewett B. Council. (See Part II Chapter XI.)

Let each child tell a story about a man or woman whom he considers great, telling why he admires that particular person. Teacher supplements these stories, making sure that children get the true idea of leadership.

Let children discuss the qualities necessary for leadership in various organizations in our school; good citizen of Blewett, good class president, vice-president, good secretary, good reporter, good congressman, etc.

Organization of the room and election of class officers.

Choice of a name for the room. Be sure that the name means something definite to the class and that it gives opportunity for real service in everyday school life.

Class discussion of requirements for winning the Seventh Grade Blewett "B." Let children make some definite plan of keeping track of each pupil in this contest.

II. During this quarter, teacher must learn to know each pupil in her class. For this end, some or



all of the following devices are useful: Have individual pupils take charge of advisory periods and give a talk or demonstration of something outside of school in which he is most interested. (Teacher thus gains knowledge of outside interests of class which will help her to better understand child.)

Let class divide itself into groups, and allow each to have a turn in entertaining the remainder of the class during the advisory period. (Teacher gains idea of initiative, executive, and coöperative ability of each child. This will enable her to know which qualities to try to develop in individual pupils.)

Have children give short talks about books which they like best. (Teacher gains idea of ability and taste of children in reading.)

Teacher and children discuss use and regulations of the library: as a place for reference and study, as a place to go for recreation.

Teacher and class visit the school library, and the Cabanne Branch Public Library.

Let children discuss how they study, telling what helps them most, and what difficulties they have. Make a little plan for studying. Have children try it at home and report to class on its use.

Teacher and class study together some poem, short story, problem in school life, etc., using the plan developed by class. (Teacher will discover individual weakness of pupils in studying.)

Let children discuss the amusements they like best. (Teacher gains insight into child's use of leisure.)

### III. Other uses of advisory period.

Use advisory period to acquaint children with the rudiments of parliamentary procedure.



Have five or ten minutes of each advisory period given to the answering of questions concerning school life put in a question box kept for that purpose.

Use advisory period to celebrate special days of interest to class, school, or nation.

Study Ephoebic Oath with children applying it to our home, school, state, and country.

Develop class and school spirit by planning various campaigns.

Use advisory period to give individual help to children on any subject upon which they feel they need help.

#### Seventh Grade—Second quarter year:

Advisory period should be used in this quarter to continue the work of the first quarter, but the responsibility for the work done should be given over to the children in greater and greater measure.

Some suggestions for discussion by the advisory group:

1. Are our officers doing their work well?
2. What are we doing to gain the Blewett "B?"
3. What am I doing to make Blewett a better school?
4. Have I improved since the second quarter?
5. Special day celebrations.

#### Seventh Grade—Third quarter year:

Work of the second quarter should be continued, with a new note of definite guidance in choice of electives added.

Some suggestions.

1. Reading and discussing of lives of some of our

prominent men, and a study of why they were successful.

2. Study of some of the professions and trades of our city, with a discussion of qualities necessary for success in them.

3. Discussion of dignity of all labor and our dependence upon it.

4. Talks on why some people fail in the business world.

#### Seventh Grade—Fourth quarter year:

This quarter should be given over to a definite study of choice of electives in the eighth grade.

1. Discussion by children of what they would like to take.

2. A review of what they have done in their previous work, with the teacher pointing out the relation of this to their choice of electives.

3. Discussion of loss of happiness and time due to wrong choice.

4. Visits to different departments, followed by a discussion of the requirements of the classes visited.

#### Eighth Grade Advisory Bulletin

For all "C" groups four types of advisory periods are provided. All other groups in the eighth grade have three.

1. There is the daily five minute period between 8:30 and 8:35 in the morning.

2. In the case of "C" groups there is directed study assigned on one allotment period each week.

3. There is the short period at the close of the

day when the pupils return to their home-rooms to be dismissed.

4. One full period is to be devoted to advisory work at least once in two weeks and will take the place of the auditorium session for that week. At that time all pupils in the eighth grade will return to their advisers instead of reporting to their recitations.

The following suggestions, taken from a number that were offered by some of the advisers in the grade, will be of value in aiding the teacher to use the advisory time to the best possible advantage.

*The five minute period in the morning:*

1. Check absence and tardiness.
2. Check home-work.
3. Give "paper-captains" and "thrift managers" an opportunity to make their collections and reports.
4. Call attention to any program changes.
5. Get ready the materials (books, note books, pencils, etc.) needed by pupil until his return to home-room.

*The allotment study period:*

1. This is the time for the adviser of a "C" group to get really acquainted with the individual pupil.
2. It permits him to give special attention to the pupil who is weak in any subject, in this way a possible failure may be prevented.
3. It gives the adviser an opportunity to straighten out any disciplinary cases and to have a heart-to-heart talk with the pupil who is not taking his proper place as a member of the group.
4. It is a splendid time for teaching the pupil how to study—always necessary in the case of "C" pupils.



This has been called a study rather than an advisory period and the pupil should be encouraged to use it in study unless his adviser has some other definite assignment for him. It is in no sense a recitation or rest period for the pupil.

5. All other pupils are sent to study rooms for their study periods, and should have a very definite assignment for that period. They should take with them everything they may need to carry out the assignment. The advisers will please hold themselves responsible for the study periods of their pupils to this extent.

*The five minute period at the close of the school day:*

1. Check attendance.
2. Call attention to the home-work for that night.
3. Get a brief report of any important occurrence of the day which may need the adviser's attention.

The Eighth Grade Advisory Meetings occur every second week throughout the year. One meeting will be devoted to the consideration of each of the eleven topics.

An outline for each topic will be issued several days in advance of the meeting at which that topic is to be treated. It is not expected that the adviser shall adhere too rigidly to the outline. Motivation and method of approach are left to the adviser. It is suggested, however, that plans for each meeting be made in advance, so that something very definite may be accomplished.

It has been the intention of the Committee to select for consideration subjects that are of importance in the daily life of the Eighth Grade child; and



it is urged that the treatment be made as specific and as concrete as possible.

### Topics for the Eighth Grade Advisory Meeting

- I. School Spirit.
- II. Loyalty.
- III. Care of Public Property.
- IV. Leadership.
- V. Fair Play.
- VI. Respect for the Rights of Others.
- VII. Accident Prevention.
- VIII. Health.
- IX. Reverence for Home.
- X. Thrift.
- XI. Patriotism.

Suggestions for a program for the first general advisory period:

### Subject: School Spirit

1. Short story by member of class illustrating some phase of school spirit.
2. Why we should be proud of our school. Essay or speech.
3. Ben Blewett Junior High School—a poem by a member of the class (or recitation of the school song).
4. How to show school spirit in the class-room. Speech or extemporaneous dialogue.
5. How to show school spirit in the corridors. Dialogue.
6. How to show school spirit in the lunch-room. Dialogue.
7. How to show school spirit at the auditorium sessions. Dialogue or a report of a committee.

8. How to show school spirit at a football game. Dialogue or report of a committee.

9. How we can improve the school spirit at Blewett. Speech.

10. How we can improve our own class spirit. Report of a committee.

11. Talk by adviser on school spirit: What it is and what it is *not*; when and where to show it, and how.

12. Election of one member of the class to write an editorial for the "Junior Life" on school spirit.

Suggestions for a program for the second general advisory period.

### Subject: Loyalty

1. Discuss what is meant by one's being loyal to his friends, to his class, to his team, to his school, to his country.

2. How can a boy or girl show loyalty to his flag?

3. Discuss the sentiments expressed in an oath of allegiance to the flag, or in the Athenian oath of citizenship.

4. Discuss the sentiments that should be embodied in a school song. Talk of the regard in which students and graduates of a college hold the song of their college. Perhaps from some old programs of the College Club entertainments, some of the best known songs may be brought into class. Sing our own school song.

5. Is a pupil disloyal to his fellow pupils when he aids in exposing wrong-doing?

6. Plan a play that represents the idea of loyalty to some cause.

Suggestions for a program for the fourth general advisory period.

### Subject: Leadership

1. Discuss with the class the attributes of a good leader. Under what conditions need he be obedient? a good follower first? fair to himself and to others? liberal in his views? able to control himself? display sound judgment? display initiative? be fearless?

2. Have a brief report made by a member of the class on the life of one of the great community leaders of the past; on the life of one of the great leaders of the present.

3. Discuss with the class the need for good leaders in (a) government; (b) industry; (c) education; (d) our own community—the school.

4. Have a group report on the positions open for leaders in our school. This report may include: a list of the leaders needed as class officers, members of congress, the cabinet, corridor officers, and all extra curriculum activities; and some mention of the special qualifications for a good leader in any of the positions named.

5. Pupils may be encouraged to ask themselves: How can I train myself to be a leader? This may be used as the subject for a group report or discussed by the adviser with the class. The following answers to the question should be brought out:

1. Learn to obey the leaders I have.
2. Practice self-control.
3. Practice doing something to help others.
4. Overcome timidity by thinking of what I am trying to do and forgetting myself.
5. Expect more of myself than of my neighbors.
6. *Lead in something.*

**Ninth Grade Advisory Schedule.**

Advisory periods in the ninth grade are held on the odd weeks on Wednesday as follows:

Weeks—3, 5, 7, 9, 11, 13, 15, 17, 19

Periods—6, 1, 2, 3, 5, 6, 1, 2, 3

(Thus the regular class work bears the burden incurred by loss of class-time as equally as possible.)

No more than fifteen minutes should be used at each advisory period for routine business. The rest of the time should be given to constructive work in citizenship. The following outline is suggested:

1. Good leadership in class, school, and community (outside of school).
2. Obligations of citizenship:
  - a. Maintenance of good personal and civic character.
  - b. Efforts to maintain personal and community health under ordinary conditions and in time of plagues.
  - c. Proper spirit toward school authorities and organizations through membership and leadership.
  - d. Respect for school buildings, furniture, decorations, lawns, etc.
  - e. Respect for neighboring property and consideration for the rights of neighbors.
  - f. Attitude toward neighborhood tradesmen and toward policemen stationed for school duty.
3. Helpful human service.
  - a. Reverence for home: respect for parents;



- attitude toward other members of family; understanding of family budget—rent, or taxes, food clothing, personal earnings, amusements, personal savings, thrift.
- b. Service to school: team work in corridors, in auditorium, in lunch-room, and on school grounds.
  - c. Service to the community: Red Cross work, community chest campaigns, Thanksgiving baskets, libraries, equipment for hospitals, institutions for crippled children, etc.; non-partisan movements, e.g., raising taxes for school purposes.
  - d. Neighborhood interests: shade trees, beautiful grounds, care of vacant lots.

The groupings of pupils at Blewett are somewhat more complex than would be possible at smaller junior high schools. The home-room advisory groups are as homogeneous as possible based on several factors of which native, abstract intelligence and school success are given greatest weight. Other factors are physical and social maturity, health, parental wishes, and teachers' judgments.<sup>7</sup> These groupings are supplemented by such special purpose groupings as rapid promotion classes for over-age children and "make-up and keep-up" groups for those who for any reason have fallen behind their grades.

For purposes of homogeneous groupings for elec-

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<sup>7</sup>Ryan, H. H.: "Grouping Pupils for Acceleration." *Elementary School Journal*, vol. XXIV, No. 1, pp. 50-54. Reprinted in Lyman-Cox: *Junior High School Practices*.

tive subjects, pupils are divided into academic, commercial, and technical groups. In such curriculum segregation, however, the intelligence and school success of the pupils affect the groupings very materially in those subjects in which success is closely related to abstract intelligence, such as foreign languages and mathematics; in other subjects such as art and shop-work no adjustment is made for abstract intelligence.

It was at first feared that segregation on the basis of intelligence might promote snobbery, but spontaneous and natural associations of playground and extra-curriculum activities broke indiscriminately across intellectual and elective groupings. Children of like size, age, and play instincts found their way into recreational groups quite irrespective of mere formal school classifications.

Quite aside from such mingling, however, the over-age and mentally less able groups under the leadership of the specially selected advisers made such noteworthy contributions to the school assemblies, athletics, corridor force, music and shop classes, that these pupils were far from feeling any inferiority; the school honored them and they accepted these honors with dignified pride. A quotation from the comments of one such group of dull-normal over-age boys who had been transferred to the ninth grade gives one the atmosphere of pride and confidence and the intense school loyalty that is typical of the C sections:

“It was a few days after the beginning of the fall term, when all the pupils were wondering who was to be their new adviser, and whether we were going to get a teacher that was willing to make us happy and make things like home. We felt like people at a cir-

cus, who take a chance on a raffling machine that costs twenty-five cents a shot, and who had their lamps focused on the prize in the rear of the tent, and who were wondering whether they would win or not. They didn't know, but they took a chance. Well, that is the way we felt before the opening of the present term, when a certain few boys were taken from one group, put into another, still another, and at last we found ourselves in Miss Jones's room, with thirty-five good fellows.

"All of us boys were happy as heck. Our adviser, Miss Jones, suggested the name, Blewett Braves. It was unanimously adopted. It sounds weird, doesn't it? Of the big group of thirty-six boys, nearly everyone has some office in the school. Some of the guys have more than their share and have as high as four offices. We have the Captain of the Corridor Officers, the four Lieutenants, one Sergeant, and eleven Corporals. We have the president and the vice-president of the ninth grade congress and two representatives to the cabinet. Also we possess thirteen members of the "B" council, three lunch-room cashiers, and two servers. Another feather in our cap is the barn dance we gave, in which eighty members of the ninth grade, faculty and pupils, took part. It was a success that put the Blewett Braves on the map. . . . Well, you've heard all about us. Our wigwam is 108." <sup>8</sup>

**Systematic Planning for Home-room Activities Is Desirable.**—A workable plan for setting up the activities for advisory periods is to first select reason-

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<sup>8</sup>"Blewett Junior Life." 1920 *Yearbook*, Blewett Junior High School, St. Louis, Mo.



## HOME-ROOM ACTIVITIES

Specific Objectives	Suggested Procedure	Desirable Outcomes	
		Direct	Indirect
<p>To develop respect for ownership.</p> <ol style="list-style-type: none"> <li>1. To feel the obligation to protect the property of others.</li> <li>2. To feel the obligation to guard one's own belongings.</li> </ol>	<p>Lead the pupils to discuss the question of respect for ownership in connection with the issuing of books and supplies, use of the property of the neighbors of the school, and so on. Lead them to develop such points as these:</p> <ul style="list-style-type: none"> <li>Their obligation to take the best possible care of books and other property of the Board of Education.</li> <li>The necessity for economy in the use of supplies.</li> <li>Their obligation to attempt to find the owner of a misplaced article.</li> <li>Their obligation to return a borrowed article in the condition in which it was borrowed.</li> <li>Their obligation to refrain from using another's property without going through the formality of getting the owner's permission.</li> <li>Proper management by the students in the lost and found department.</li> <li>The danger of tampering with locks or lockers not their own.</li> <li>Their obligation to treat the property of the neighbors with respect.</li> <li>Let them make a plan for taking care of any property belonging to the group or the home room.</li> </ul>	<p>Books maintained in better condition. Less defacing of desks and other school property. Return of lost articles to owner. Greater honesty with regard to the property of others. Habit of taking care of borrowed property.</p>	<p>Development of the habit of using property with care. Appreciation of the generosity of others. Appreciation of an individual's responsibility to his community. Respect for rights of others. Right attitudes regarding the value of property.</p>
		<p>Fewer lost articles in the school. Less tampering with locks. Attitude of hostility toward any one known to have in his possession the property of another without his permission.</p>	<p>Respect for the property of others.</p>



It is in the *doing* rather than in the *talking about it* that good habits of care in the use of property are established.

**NOTE:** Although it has been suggested that respect for ownership should be developed through advisory work, nevertheless opportunities for practice can be found in all of the divisions of school work and should be utilized.

Guide the pupils so as to promote the habit of reporting events accurately. Hold them to an exact statement of facts with regard to the matter under discussion. Children are prone to allow their feelings to influence them to such an extent that they lose all sense of the relative value of the various elements involved. They must be led to see the necessity for giving an unbiased account of what has happened. Show them that exaggeration is a form of dishonesty.

From time to time, take up with the group the question of home-work: how to do it, when to do it, and who is to do it. Pupils should be led to see that it is dishonest to hand in as their own work what has been done by another; and that it is unfair to accept help from others with tasks that they ought to be able to perform alone.

Encourage in the pupils the habits of giving the name of the author and the title of the book or magazine from which a reference has been used.

3. To quote another person accurately.
4. To give credit where credit is due when one is using the work or the ideas of another person.

Correct presentation of details.  
Acting in an impersonal manner.  
Critical evaluation of the various elements of a situation.

Willingness to work alone.  
Habit of acknowledging help received.  
Growth of a spirit of independence.

Knowledge of use of reference material.  
Knowledge of correct use of quotation marks.

Development of habits of honesty in the use of words.  
Development of the habit of telling the truth.  
Appreciation of the need for honesty in recounting an event.

Development of habits of self-reliance.  
Appreciation of the work of others.

Formation of standards of honesty.  
Growth in ideals of honesty.

able, desirable objectives, and find the several aspects of each that are important and to an extent distinctive. For the accomplishment of each aspect procedures are suggested along with desirable direct and indirect outcomes. Thus, if we select for a week or two of advisory periods the objective, "To develop respect for ownership," the working program for promoting this end might be as given on pages 60-61.

**Interest Rather Than Grade May Determine Pupil Grouping.**—In the Solvay, New York, Junior High School, the racial, social, and scholastic diversity of the pupil body was so great and the curriculum interests proved so much more potent for unification of interests than grade loyalty, that the pupils of similar curriculum interests were seated in the same home-rooms. Thus, forty pupils electing the foreign language academic curriculum, representing the seventh and eighth grades, were seated together with a teacher-adviser who was with them in this capacity for two years; another group interested in preparation for Regents' elementary examinations sat in another room; a commercial education group in a third room; practical arts boys in a fourth room; household arts girls in a fifth room; prevocational boys in a sixth room; and prevocational girls in a seventh room. All ninth-grade pupils sat together in the "Readjustment Grade."

The unique character of this scheme was that it exploited the only unifying interests that could be found until a school pride and spirit could be built up that would make the more conventional groupings by grades feasible. Peculiarly interesting was the suc-

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<sup>a</sup> Adapted from preliminary report of Committee on Social Activities of St. Louis Public Schools, 1926.

cess of the practical arts boys and the household arts girls. Each of these groups accepted civic responsibilities, the one for repairing school property and patrolling the school grounds, and the other for the preparation of standard luncheons for pupils who desired to remain at school at noon.

Mr. Carson, who was one of the two advisers of the boys, tells of another civic project of his group:

“The practical arts department of the Solvay Intermediate School consists of sixty-seven boys between twelve and sixteen years of age. These boys take English, shop-mathematics, commercial geography, history, language, literature, spelling, general science, and shop work. Besides this, however, a self-governing Republic has been formed. This is the branch of work which I desire to explain.

“Three periods of each week are devoted to the Republic. The boys elect their own officers and have prepared a constitution. The object of the Republic is to study general topics, such as compulsory educational laws, labor problems, community civics, and sanitation. The class is carried on as a regular business meeting, and at these meetings subjects connected with the health and cleanliness of the town are discussed.

“One subject which has been studied throughout its different phases is sanitation. The boys have studied about the over-crowded tenement districts of New York City, reforms carried on by the Tenement House Department, what Colonel Waring has done for New York City by keeping the streets clean of refuse, purification of drinking water, food inspection, etc. A thorough study of the sanitary code and



health ordinances of the Village of Solvay has been made.

“After these subjects had been studied it was suggested by one of the boys in a meeting, that an inspecting committee be appointed to look over the Village of Solvay, and so learn the sanitary conditions. The boys suggested that Solvay be divided into five territories. The President of the Republic appointed five committees, each committee composed of five boys, making a total of twenty-five boys investigating the Village of Solvay.

“Each of these five territories was assigned to a committee, and the chairman of each committee divided his territory into five sections and gave one section to each member. After investigating, the different committees reported to their chairman who reported the results of the investigation at the meetings. These showed that the sanitary conditions of Solvay could be greatly improved. A public dump was found in the heart of Solvay. Barn waste in closed boxes was found in a very few places, and a great many uncovered garbage receptacles were found in all the territories. A report of this investigation has been sent to the Village Board of Health and the Village and County Health Officers.

“The public school should be a leader not only in its matters of mere learning but also in giving lessons, by example, on how to live and how to make possible the proper sanitary surroundings in the home and business world. No boy who has been on such a committee can ever be entirely thoughtless about his duty as a citizen. Indeed those who are children to-day will be voting citizens soon, and the better



they are acquainted with sanitation and health laws, the better prepared will they be to serve the town both as voters and as officers.”<sup>9</sup>

**Other Types of Home-room Groupings.**—In the Savanna, Illinois, Public Schools an unique home-room organization is in operation. It is described thus: “The terms sixth grade, seventh grade, and eighth grade have little meaning as numbers. They do not represent any great controlling ideas to be striven for, nor growth in conduct to be achieved—no coöperative activity to be realized. Following is a plan which seems to have all the ideas mentioned above:

“The sixth grade is called the Roosevelt year. At the beginning of the year the seventh grade gives the sixth grade the Roosevelt ceremonial, as follows:

1. One pupil admonishes the candidates to practice the great principles of Americanism for which Roosevelt lived and worked.
2. Other pupils represent people of the epoch who have done big things, and tell what they have done, e.g., Edison, Mark Twain, Jane Adams, General Pershing, Samuel Gompers, General Goethals.
3. Roosevelt’s birthday is celebrated, the sixth grade giving the program.
4. A Roosevelt room is fitted up with a motto, pictures, portraits, etc.

“In the same way the seventh grade is called the Lincoln year and the eighth grade the Washington year, each grade giving the ceremonial at the be-

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<sup>9</sup>Carson, Lester: “A Project in the Junior Republic.” *Solvay School Report*, 1915–1916.

ginning of the year to the group just entering the grade." <sup>10</sup>

The Audubon, Iowa, High School, of from two hundred fifty to two hundred sixty pupils, has a combination of the advisory system and a system for literary work in the high school. The Superintendent appoints an adviser for each class in the high school, and classes are then divided into groups of students for literary work, each group consisting of twenty-five or thirty members and an adviser. The adviser is always a member of the program committee of his particular group of students.

In some high schools the unit of social and administrative organization is vertical instead of horizontal, with no relationship to curriculum choices, but with the sexes segregated; thus in the senior high schools of Detroit, the system is described in part as follows:

"The House System is based on the premise that boys and girls, segregated during study hours and with a teacher of the same sex as themselves, will develop more naturally and will express themselves more fully and normally than under the old system. They will discuss freely problems that affect them; and will perfect an organization and a development of group spirit that will be of decided help, both in their school and in their after life. . . .

"The duties of the House principal are in most respects like those of the principal of a small high school except that he has little real authority over the other teachers. He has complete charge over his pupils except that an order for suspension is the prero-

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<sup>10</sup> Excerpt from class report of W. H. Simpson, University of Iowa summer session, 1921.

gative only of the principal. We might enumerate his administrative duties as follows:

1. Enrollment and seat assignment of pupils.
2. Programs of pupils, assignment to classes and adjustment.
3. Attendance: absence, tardiness, truancy. Of these he helps keep an accurate record.
4. Supervision of study periods. Pupils spend all vacant hours in the House unless given permission to be elsewhere.
5. Scholarship and discipline. The teachers report to the House principal the poor scholarship of their pupils, poor deportment, or any other deficiency. Likewise they bring to his attention noteworthy achievements. . . .
6. Supervision of the duties of any school or class officers who are members of his House.

“But looking after the routine studies and daily program of his students is only part of a House principal’s work. His biggest job is to direct the self-expression of his pupils in a way that will bring the best results for them. This development comes only partially from activity in the class-room: it comes from their participation in the issue of publications, ‘service committee,’ Junior Red Cross, student self-government movements, plays, musicals, science clubs, and the like. Every day each House has a record or assembly period for twenty minutes, sometimes for forty. . . .

“The organization and spirit of the House is much like that of a community in real life. Each House has student officers and a council or commit-



tee, elected by the students themselves. These officers and council have considerable influence; and in some of the Houses relieve the principal of much work. In the House, just as in the community, the older pupils are usually elected to the offices, and the upper grade pupils direct the activities. They are expected not only to set the right example in conduct and scholarship for the younger pupils but they often sponsor the younger. Unquestionably the older brother and sister idea depends largely on the enthusiasm and direction of the House principal. In several high schools the practice of older pupils coaching and generally helping the younger is carried on extensively.

"After reorganization each semester, the students take charge of one record period a week. Sometimes an entertainment or musical program is given; sometimes this period is devoted to House business, such as talking about buying a new flag or the organization of the House football team. Sometimes the student entertainment committee secures a 'live' speaker from the outside world to talk about his profession or some vital topic of the day."<sup>11</sup>

The primary social advantage that the house system has over the class unit and home-room unit plans is that the *mores* and traditions of the school are learned by each incoming class from the upper classmen under guidance of the "House Principal"—a

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<sup>11</sup> Stocking, W. R. Jr.: "The Detroit House Plan." *Tenth Yearbook—National Association of Secondary-School Principals*, 1926.

An account of a somewhat similar plan at Arsenal Technical Schools, Indianapolis, is described by Stuart, Milo H.: *The Comprehensive High School* (Macmillan), p. 82.



more effective inculcation of school spirit for senior high school pupils, probably, than can be developed by a teacher acting alone. For junior high school pupils the house sections of two hundred fifty to three hundred pupils are, in the opinion of the writer, too large.

#### Summary of home-room activity: ~~X~~

Whatever plan is used, the primary needs are the same:

1. The group must be small enough so that the relationship of pupils among themselves and to their adviser or sponsor may be personal and intimate.

2. The activities of the group must not be so formalized that the initiative of pupils is thwarted or discouraged.

3. Group discussions about social and personal virtues should always be accompanied by action—some concrete services undertaken and successfully concluded with satisfaction.

4. The major function of the advisory groups is to introduce the pupils into the social inheritance of school ideals, habits, and attitudes in respect to all matters, even to those that are in dispute “ provided that we take open-mindedness and respect for all persons as our basic ideals and the test of all others. These two ideals furnish both stimulus toward specific ideals, and the material and motives for caution and self-criticism. They do not make for dogmatism; they are all-inclusive; they make all of us cautious of all panaceas; yet they cannot lend themselves to persecution. These ideals are learned by practice until

they have become emotionalized attitudes promoting alike social criticism and social constructiveness."<sup>12</sup>

### Study Problems

1. COMPARE Briggs' statement that "the one place where democratic ideals and objectives may function in a natural matrix is in the conduct of the extra-curricular activities," (quoted by Foster: "Extra-Curricular Activities in the High School," page 5) with Cox's "First Principle of Curriculum Adjustment": The secondary school curriculum comprises activities and experiences provided by the community through the school to prepare all the normal children of early adolescence for participation in civil life, and to secure for every individual the maximum self-realization consonant with the welfare of the group. This means, on the one hand, the selective preservation of the social inheritance; on the other, the gradual improvement of society.

Is there a conflict? If so, can you harmonize the differences?

2. Familiarize yourself with the advisory procedures of Blewett Junior High School (1919-1920). Justify or attack the use of one-sixth to one-fourth of the pupils' time in the Junior High School for experiences in social living. Would more time be justifiable, or less time desirable? (Advisory sheets are in the text, pages 46-57.)

3. Compare and contrast the heterogeneous home-room organization at Blewett Junior High School and

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<sup>12</sup> Cf. Coe, George A.: "Shall We Teach Children Our Social Ideals?" *The World of Tomorrow*, September, 1924, pp. 277-278.

the Solvay Junior-Senior High School with the uniform organization of the Washington Junior High School and the Holmes Junior High School. (Cf. Lyman-Cox: "Junior High School Practices.") Are the active social virtues, originality, self-reliance, initiative, and independence likely to be promoted as well in the uncertain unregimented practice characteristic of the former schools as in this efficient but superimposed organization of the latter schools?

4. Read carefully Smith's summary of Chapter I (Constructive School Discipline, page 30) and Kilpatrick's Broader Conceptions of Method (Foundations of Method, Chapters VIII-IX). Is there a conflict between these two conceptions of socialization of environment? If so, what must the high school do to give exercise in social control or discipline?

5. If recitation groups are organized by ability grouping, should home-room advisory groups be organized heterogeneously so as to facilitate the social mingling of children of various levels of intelligence? If so, will pupils have common experiences through the day, on which a program of advisement may be built up? Put into words your recommendation of the nature of the home-room function and its organization.

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## CHAPTER VI

### Creative School Control Through Improved Class-room Procedures

THE major part of each child's school day is spent in the class-room under the direction of teachers who are endeavoring to utilize subject-matter and processes as instruments of education. In these class periods, teachers frequently, perhaps generally, conceive it to be their tasks to teach geometry, history, English, science and the other subjects, as information or skills set forth by the school to be mastered and tested. To this end, much of the methodology in special subjects has been formulated.

Not the education of boys and girls for participation in civil life, but the mastery of conventional subjects is too frequently the objective of class-room teachers. Seldom are such questions as the following asked: Should one teach algebra to John and Mary, or should one teach John and Mary by means of algebra? If the latter, what algebraic processes and information are most useful in educating them? What attitudes toward school and education should be promoted? What degree of self-expression and self-respect should pupils gain from algebra? How one learns will make a difference in what one is disposed to learn. Education is not so much what one knows, as what one is, what one wishes to be, to do, to have, i.e., what one's attitudes, appreciations, standards, are. A character ready for positive action can be built only by practice in making right choices.

It is not within the province of this book to attempt to answer these questions in other than general terms. But it is important to point out again and again that pupils' activities alone educate, indeed that the sum of activities is the curriculum. And since to us teachers is usually given subject-matter already organized, it is obvious that the most hopeful approach to the improvement of class-room practices is found in helping teachers to obtain a broader conception of what class-room method is, and what improved methodology in the larger sense may imply.

Dean Russell has asserted that pre-war Prussia, in its use of the Volksschule as an instrument for making docile, obedient, economically efficient citizens, depended on class-room methods and school regimen rather than on the content of the curriculum. It was not *what* they learned but *how* they learned it that was important in shaping behavior and attitudes to accord with the Prussian ideals. If this interpretation of the motives and methods of the Volksschule is correct, then the implication for American schools is clear. If America desires to develop a self-directing, self-reliant, critical, individualistic citizenry, our schools must depend on method as well as, perhaps rather than, on content.

**Mere Re-citation of Lessons is Futile.**—Because activities alone educate, because pupils learn only the reactions they practice, because every impression is not automatically accompanied by approvable expression, it follows that the pupil who reads a book about the institution of slavery, and cites back what he has read to the teacher, learns not to be critical, self-reliant, and individualistic, but rather to accept blindly

and repeat without reflection whatever statements are made by accepted "authorities." The blind acceptance of the printed assertion is already too general. It is this very weakness on the part of a literate people that propagandists and advertisers are even now exploiting and abusing to a deplorable extent.<sup>1</sup>

Only as the pupils studying slavery are helped to discover that honest and capable men differed, and to some extent still differ, regarding the moral or economic justification and desirability of human slavery under various social conditions, can the study of slavery be more than an amassing of facts. And only as pupils are led to analyze and evaluate for themselves the validity of the positions taken by various "authorities" who discussed the question in this country during the period 1840-1860, and to ascertain the social and economic influences that led a Washington or a Calhoun to assume that the institution of slavery was desirable, is it probable that there will be reflective thinking of high order. For thinking requires a problem, and much of history and science and mathematics and the rest is presented as ready-made solutions of what were once problems of the race or of the research workers. The memorization of solutions involves little or nothing of reflective thinking. But actual reflection on problems that appeal to the pupils as needing solution can alone teach them to do reflective thinking.<sup>2</sup>

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<sup>1</sup> Cf. Chase, Stuart: *The Tragedy of Waste*, Chapter VII. Macmillan, 1925.

<sup>2</sup> Cf. Morehouse, Frances: "The Method Alternatives of Twelfth Grade Work." *Historical Outlook*, vol. XVIII, No. 4, April, 1926. p. 165.



For this higher intellectual activity, the conventional curriculum is not well suited. Problems, even when skilfully motivated so that some or many pupils may accept the need of solving them, are often not real. History, English, foreign languages, mathematics, science, even art and music, as commonly presented in school, belong to a kind of special "preparatory" life. These subjects as taught seldom answer the intimate questions of adolescents. The creatively controlled school must seek to make such modifications in school-life, inside and outside of class, as to encourage boys and girls to seek answers to the great questions with which life challenges them at each age.

**Boys and Girls Have Significant Questions Which the School Seldom Attempts to Answer.**—Our own boys and girls as they begin to grow up have most significant questions regarding sex, relation to parents, social approvals, individual interests and behaviors that are seldom asked directly of parents or teachers. But if teachers would give sufficient thought and effort to the promotion of situations in which some or many of these questions might arise naturally, pupils could be helped to find answers for themselves, and find them as behavior-adjustments—how to apologize for an offense, how to deal with an unreasonable and irate parent or other adult, how to behave with members of the opposite sex in all typical situations of life, how to examine critically, but sympathetically, all sorts of social institutions, from taking off one's hat on entering a house to the authority of the Supreme Court of the United States. A



fearless scientific attitude toward life can be gained only from direct experience with life itself.

The student in our high schools needs most to feel the supreme importance to himself of his own questions. As Hart expresses it: He *has a right to have his own questions*; his own questions are more important than are mathematical or chemical formulæ; not to ask them is to suffer partial death, and not to be permitted to ask them is a sort of spiritual murder; to seek all his days for answers to them is the way of wisdom; and all mathematical formulæ—all the sciences and learnings, in fact—are significant just in so far as they help us in the long run to answer the profound questions of life and work, of love and happiness.<sup>3</sup>

It is interesting to note the means taken by the Danish Folk High School to promote this asking of questions. Students attend these schools voluntarily; they pay a small tuition, "enough to make them consider whether this is the way they want to spend their money." They get no grades, no credits, no standings, no diplomas, no "graduations," and no assured job at the end. Education is conceived to be inspiration and direction of life; it is not something to be got, and labelled, and certified.

"There is, as a rule, no discussion in the lecture rooms, but the students carry on endless discussions amongst themselves and with the teachers, singly and in groups. The non-use of books intensifies the intellectual life. There are books in the library—which anyone may use. But no student is ever permitted to believe that he can substitute words, or ideas taken from books, for his own cerebrations, or for his own mental growth."<sup>4</sup>

<sup>3</sup> Cf. Hart, Joseph K.: "The Plastic Years." *Survey Graphic*, April, 1926.

<sup>4</sup> *Ibid.*

The effectiveness of endless informal discussions among the students and with the teachers of the Danish Folk High School is surely of the greatest significance. In progressive American high schools it is in part the function of the home-room period to furnish this opportunity, and to promote such free discussions and questionings in regard to problems of vital import to the groups and to the individuals.

**Outstanding Innovations of Class Procedure in America.**—In this country it is true that our schools are largely committed for the present to class-methods. Judd has asserted that the class organization is Prussian in origin; Morrison sees it as a natural outcome of American faith in formal organization to take care of the rapidly increasing numbers of pupils in our schools. However we have come by it, the mental habits and emotional responses toward the problems of life promoted by the conventional class-recitation satisfy no one. Hence many of our progressive educational innovations have been directed toward improving in the class organization the opportunities for normal social and individualistic modes of learning.

These innovations have been called by various names. Of these the project method, the socialized recitation, and directed study have peculiar significances. The true significance of any method, however, is the degree of opportunity it gives for stimulation and direction of behavior and attitude.

Kilpatrick has called attention to the many incidental learnings that go on in a class period, besides the one in which the teacher may be primarily interested. Not only may the formula for getting the area of a trapezoid be learned in mathematics class, but

courtesy, interest in mathematics, pleasure in attending school, sustained effort, and many other reactions are strengthened, weakened, or otherwise modified. How the class-period must be controlled if more good than harm is to result from these associated and incidental learnings becomes then a matter of outstanding importance for the teacher.

The paramount need is for a friendly class-room atmosphere wherein all activities may be best stimulated and controlled, and wherein especially the subtle learnings, desirable attitudes, and behavior adjustments may be practiced with as much satisfaction and as little annoyance as possible. This requirement must be universally recognized in all successful projects, socialized recitations, and directed study procedures.

If the student's attitude toward learning a skill or toward the solution of a problem is such that success pleases and lack of success annoys, then when successful he learns to use the procedure that resulted so happily, and when unsuccessful he learns to avoid this wrong procedure—thus, he learns both from success and from failure. But this is true *only when he wants to succeed*. If he does not care, then success and failure are alike ineffective. If by any chance his mind-set is directed to "showing off" before his fellows, or to annoying the teacher, or to "getting by" with an unprepared assignment, then the learnings that bring success and pleasure are those of how to "show off," to annoy, to "get by." And who that knows the conventional school can doubt that the lessons learned are frequently not the ones that the teacher thinks he is teaching.



**Pupil-Teacher Partnership Is Fundamental.**— Only as there is a partnership between pupils and teacher to overcome some obstacle and to achieve a goal—a class standard to be attained, a dramatic performance to be presented, a football manœuvre to be planned, a translation to be perfected, and only as the class atmosphere is kept friendly, can normal learning conditions be promoted. It is essential that a teacher's arbitrary measures and judgments be avoided; else, it is certain that the satisfactions sought will not be found in completing the tasks set; on the contrary, satisfactions will be sought through hoodwinking or flattering or bluffing the teacher so as to win the desired arbitrary measurements and judgments.

This friendly atmosphere and assumption of teacher-pupil partnership in overcoming objectives together is best promoted if the major effort of the teacher is directed toward teaching the assignment; i.e., toward helping pupils to prepare themselves for their contributions to the project, or to whatever is planned for the next class period. When the teacher's major energy is expended in checking up work arbitrarily assigned for home work that must be done if the pupil is to get a good mark, then, of course, the pupil's major energy is frequently expended to outwit the teacher. This is peculiarly true if the subject-matter is of little immediate intrinsic value. But when the teacher teaches; that is, when he helps pupils to do work that both teacher and pupils would like to get completed, the emotionalized attitudes of pupils and teacher toward each other are quite sure to include a comradeship such as is often present in the relations of the athletic coach to his charges.



**Testing Is No Longer the Chief Objective of the Class-room Process.**—In teaching the assignment, the teacher discusses with the class the significance and values of the next topic or problem that the class is to attack. If the project or topic is brief, this may take only a part of a period. On the other hand, if the project is more complex, the assignment may require several days to complete. Thus, a teacher might teach the assignment of a new case in factoring in fifteen minutes; but to teach the assignment in case of the presentation of a Latin play, or the designing of posters might properly take up several periods.

The problem of study is confused by our failure to understand a term. So called "directed study" sometimes is a failure because teachers who are expected to direct it understand study to be mere memorization, or docile performance of a set task that requires a minimum of reflection and allows of only one right answer. This is what most teachers were "brought up on," and they unthinkingly try to require the same stupid processes of those helpless individuals over whom they are given authority. Our faith in the value of conventional subject-matter should be shaken by the recollection that such mental giants as Darwin, Napoleon, Robert Fulton, and Edison were declared by the schools to be dullards and failures because they could not or would not do the futile tasks set by the school.

In actual life study is never like that. The intellectual worker has decisions to make, data to gather, arrange and evaluate, hypotheses to formulate. Seldom is a result of thinking wholly right or wholly

wrong—the result reached by Jones may be more nearly adequate or “right” than that obtained by Smith. But our best thinkers later improve on their own technics or conclusions; or, if they do not, their successors do. Thus is progress made. In science, all results are recognized as “tentative.”

Home study is a complicated problem. It is one of the two most common misunderstandings which arise from the junior high school regimen of departmentalized instruction. Pupils in the seventh grade and above doubtless should be expected to do some studying outside of school. This surely *may* be one worthy use of leisure and hence it should be made habitual for as many pupils as possible. It is good procedure for college students, secretaries, housewives, foremen, and the rest of us to study our jobs during a part of our leisure time. But in life these tasks for free-time will be somewhat voluntary and usually intrinsically valuable. Precise preparatory practice does not consist of deadly dull and meaningless routine. This often increases distaste for all study.

The high school should therefore seek to limit the amount of extrinsic work assigned for home study, to replace it with activities—books to read, maps to draw, posters to make, reports to prepare, plays to see, music to play, and the like. At any rate, much more will be accomplished by having one serious task for the pupils to perform out of school each day than by the assignment of unrelated lessons for home preparation. Serious constructive creative work takes time. One cannot write a theme in a half hour if he is to do reflective thinking in connection with it.

The first step in the direction of study is adequate motivation, and such motivation is normally an outcome of a well taught assignment. Such assignment teaching takes various forms, e.g., a class demonstration, discussion of a topic or question, making an outline, oral reading of a poem, dramatization with books open, examination of blue prints, pictures, patterns, playing a piece on the graphophone. These assignments if properly taught may lead directly to the need for the construction, performance, reading and the like which can then be completed outside of school hours. Study should be a complement of the recitation, not a preliminary step.

The home work may well be checked up in a very few minutes at the beginning of the period. If it is necessary to discover whether some of the pupils are idling, this may be done by a few true-false questions, or completion statements. It may be done by giving one or two new examples or sentences similar to those assigned for home work to be done at the pupils' seats; pupils of whom the teacher is especially doubtful may be sent to the board. The best test, of course, is the use of the outside work in the projected lesson in class. Thus, the pupil prepares his outline to use as a basis for his debate, he puts his graphs on the bulletin board, or utilizes his data in preparing his report.

When the emphasis in a class is put on the completion of a problem, or the overcoming of an obstacle by the class, we have a true project. When the emphasis is on the mode of procedure by which the class as a whole discusses the best ways of meeting a situation, or reports the results after considering or



investigating the problem, we have the socialized recitation. When the emphasis is put on the preparation for the reports, or the solution of the problem, we have directed study. But it must be evident that really these names all refer to the class situations that arise naturally enough if the teacher makes himself partner to the pupils, teaches them how to overcome obstacles, and keeps always a friendly atmosphere in his school.

**Examples of Good Class Procedure in Civics.—** While this modification of method is possible and desirable even in the traditional subjects, it is the newer subjects, such as community civics, problems of democracy, general science, general mathematics, that offer many opportunities for more far-reaching changes. Unfortunately these opportunities are too frequently overlooked or neglected. In civics, for example, such activities as the following are valuable:

(1) A problem has been raised in advanced civics regarding the actual powers of the President of the United States. In teaching the assignment, teacher or pupils might bring out the significance of the president's messages to Congress in indicating the conceptions that the different presidents had held of their functions. Committees of pupils selected on the basis of like preconceptions, might then undertake to analyze these messages, the work of a week or two weeks. During this time the regular class periods would be spent in examining the significance of some peculiar evidences reported by individuals, or in the encouragement of suggestions for other modes of attack, or for committees or individuals to study in class where the teacher could be of maximum help to



those who were making less progress than they would like.<sup>6</sup>

(2) Good citizenship behavior may be promoted by affording a class the opportunity for team-work in the performance of acts of "Good Samaritanism." Thus, civics classes (or other classes) may engage in productive activities, e.g., collecting clothing, toys, equipment, for hospitals; in philanthropic activities, e.g., dispensing Thanksgiving baskets, Christmas gifts, entertainment for shut-ins, arranging libraries for rural schools; miscellaneous civic activities, e.g., instituting clean-up campaigns, community beautification, coöperations with municipal officers and other civic organizations in safety-first campaigns.<sup>7</sup>

"Since the aim of civics instruction is civic activity we must regard activities as an integral part of our instruction. Civic activities are not supplementary things to set pupils to doing. These are the goal of all our instruction. These activities, therefore, are to be regarded as including a wide range of things. There are clear-cut things to do; such as acting as a block captain, reporting nuisances, acting as a big brother, serving in multitudinous ways; also gathering information, making visits, drawing up reports, and in short, doing those things that may be regarded as preparation for later activities. They may be called 'outside' of the class-room, but the preparation for them must be made 'inside' the class-room and as a part of the recitation. The activities mentioned below are merely suggested and make no pretense at completeness."<sup>8</sup>

The regular ninth grade civics work in some New York City schools has been laid out in terms of (a) things to do outside of school, (b) things to do in school, (c) reports to be prepared based on trips to

<sup>6</sup> Cf. Conover, Milton: *Working Manual of Civics*. Johns Hopkins Press, 1925.

<sup>7</sup> Cf. *Junior Red Cross Manual*, 1923.

<sup>8</sup> Bulletin of High Points in the Work of the High Schools of New York.

be taken by classes, individuals, committees. For example, the general topic is "The New York City Water Supply."

### I. Things to Do Outside of School:

1. Learn how to replace a washer on a dripping faucet.
2. Test how long a dripping faucet takes to fill up a quart bottle.
3. Actually examine all faucets at home to see if any need new washers. Make a record of leakages stopped.
4. Watch the different uses of water to be observed in a single day:
  - a. In your home.
  - b. In your neighborhood.
5. If you were going on a hike through the country what precautions would you take with the water you intend drinking?
6. Observe to what uses the hydrants in your neighborhood are put. What action should you take in case you find one that leaks?
7. Clean up yards and see that drains are in order.

### II. Things to Do in School:

1. In what condition are the drinking fountains in your school? What can be done to insure better care of the fountains? Put committees in charge of drinking fountains.

2. Bring to class a receipted water bill. What are the two methods whereby New Yorkers pay for the water supplied to them by the city?
3. Draw a map indicating the Croton and Catskill Water Supply Systems.
4. Draw a diagram of a summer camp showing an ideal location of the water supply.

### III. Reports and Trips:

1. Take a trip to a reservoir or pumping station and write a report on what you observed.
2. Take a trip to the reservoirs in Central Park, Highland Park, Prospect Park.
3. Take a trip to a pumping station—as Ridgewood, Manhattan (135th Street), Woodhaven, Jamaica, Newtown.
4. Visit the Museum of Natural History to observe models of reservoirs and filtration plants.
5. Visit the Municipal Building to observe huge models of the Catskill Water Supply System.
6. Special report on typhoid fever epidemics that have been traced to drinking water.
7. Observe the different uses of water made by New York City departments and make a report on your observations.
8. Assign a committee to investigate a sprinkler system and make a detailed report to the class.



“It is fair to say that all civic instruction that does not result in the right kind of civic action is a failure. The real goal of all our class-room efforts is, therefore, activities of the right kind. Some of these activities may look to the future for their performance; but there is no excuse for presenting mere information in the class-room and there is no justification for sending pupils off to perform activities which they may look upon as so many tasks to perform to satisfy a teacher's requirements. One of the virtues of the ‘project method’ of teaching consists in directing attention to the impulses that move children to action.”<sup>9</sup>

(3) A third way in which civics classes may be encouraged to undertake intrinsically valuable civic activities, is for the teacher to encourage the pupils to study their own school. The pupils may, for example, list ways in which the school ranks high—its building, organization, its program of studies. Then, the pupils list ways in which the school can be made even better. The result may be a courtesy campaign, or a project in beautification of school grounds.<sup>10</sup>

(4) A fourth successful plan for conducting civics classes is to relate them directly to the work of the Student Council, the conduct of the lunch-room, assemblies, corridor officers, junior police, school journalism. It is not enough for civics classes to discuss the functions of these bodies or even to suggest improvements. One important outcome should be the determination on the part of every civics pupil to be

<sup>9</sup> *Ibid.*

<sup>10</sup> Cf. Delts, Adda: “Vitalizing the Study of Civics.” *Journal of Educational Method*, vol. IV, No. 10, Jan., 1925.



connected in some constructive way with the school's organization of student participations.

(5) Still another method of planning the activities of the civics course is to study the citizenship errors observed in the behavior of pupils both in their school relationships, and in such extra-school contacts as can be observed. These shortcomings include examples of discourtesy, such as interrupting; of lack of dependability, such as cheating; of selfishness, such as mutilation of school property, stealing, and the like.<sup>11</sup>

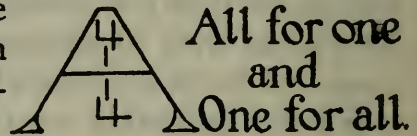
Having found the citizenship shortcomings, there remains the planning of the content and methods of the teaching units. While discussion and intellectual analyses of causes and results of human behavior doubtless have some effect, changes in the behavior of those pupils who need most to be reached, will occur only by life-projects. By life-projects is meant the organization of home-room, civics class, school affairs, so that the group is obviously and consciously interfered with by discourtesies, dishonesties, vandalisms. If in the civics class there can be developed plans for assembly seating or dismissal, or suggestion for eliminating the crowding in the cafeteria, and if further there can be worked out the means for making compliance with the new rules satisfying and non-compliance dissatisfying, larger numbers of pupils will be encouraged to accept responsibility for the quality and enforcement of school rules and customs.

(6) Such responsibility is aided and abetted if emphasis is laid in classes on such rough and ready, but well accepted standards of conduct as are sug-

<sup>11</sup> Cf. Salisbury, Ethel I.: *Citizenship Course of Study*. Los Angeles, Calif., Course of Study Bulletin, vol. III, No. 1, Dec. 28, 1925.

gested by the terms "good sportmanship," and "good Scout." Here are the functioning standards of approvable attitudes and conducts with which students are familiar. By applying the terms in all discussions of school life to examples of fair play, honesty, decency, coöperation, and even-disposition, the school can make rich the concepts that are already approved in the community.

(7) In many junior high schools, civics teaching is more and more coming to be direct training in citizenship. For this there is no previously determined course of study. The class organizes as a citizenship group. Building on a school spirit of service (already existent in progressive schools), the group sets forth on a quest for opportunities for study and service in connection with school and community problems. Such a group may take a name such as "Junior Republic," or "Junior Chamber of Commerce," or "Guardians of the School Grounds." Hatch recommends the use of acrostics, thus,



interpreted as "All for one, and one for all," or

C onsideration  
 O bedience  
 U you  
 R esolved  
 T oday  
 E veryday  
 S atisfactory to  
 Y ourself

He also advises that pupils be encouraged to make

cartoons illustrating approved and disapproved behavior, which may be posted on the bulletin board.<sup>12</sup>

Such classes frequently memorize the ephebic oath; sometimes they paraphrase it to make it apply directly to themselves. In a similar way the Boy Scout Oaths and Law are sometimes paraphrased and adopted by a class.<sup>13</sup> The important point is that all of these activities should grow out of the pupils' desire to feel some mutual "gang" support while they are engaged in school service.

(8) Occasionally such a spirit of service develops in the civics classes even of the senior high school. At West High School, Akron, Ohio, the participation of pupils in school responsibilities had its origin in the ninth grade classes in community civics.

" . . . It was soon found that the school—the community nearest at hand—presents the most practical problems for study and solution. When it became evident that many school problems are beyond the ability of ninth-year students, the committee activities permeated the entire department and formed a laboratory for the social-

<sup>12</sup> Hatch, Roy: *Training in Citizenship*. Citizenship Co., Leonia, N. J., 1924.

<sup>13</sup> "The Athenian Oath of Audubon Junior High School," Cleveland. *Social Guidance in Cleveland High Schools*, (p. 82).

This is the oath by which the Athenians used to pledge their loyalty to their city: "We will never bring disgrace to this our city—We will fight for the ideals and sacred things of the city laws—We will strive unceasingly to quicken the public's sense of civic duty, that thus in all these ways we may transmit this city greater, better, and more beautiful than it was transmitted to us." The oath was taken voluntarily by members of the social science classes who first wrote their names on slips of paper, then raised their hands to pledge themselves. "Audubon considers that the influence of the oath has been felt for good in the school life," says the report from that school. Even in dealing with matters outside the school entirely, it is reported that such remarks as these have been heard: "He should take the Athenian Oath and get some backbone," or, "I would not have done so, since I am pledged."



science classes. Social and economic problems were studied at first hand, and the students engaged in activities for their solution. These activities had their origin in the needs of the community and the school. They were made a part of the regular work, supplementing the text-book study. Each student was allowed to choose from a large number of activities the one in which he thought he could do the best work. Emphasis was placed on activity rather than on organization. The students choosing the same project worked in one committee under a leader, selected sometimes by the members of the committee but usually by the teacher in charge. The leader assigned to each committee member a particular phase of the work and held him responsible for results.

"The major committees, which meet permanent needs or render constant service, are organized each semester. They are as follows: student advisers, student tutors, senior leaders for civic and vocational trips, and committee on investigation of stolen or lost articles."<sup>14</sup>

Many of these committees are drawn partly or wholly from eleventh and twelfth grade social science classes. The satisfactions that come to the pupils who make these significant contributions are derived from self-expression and a sense of adequacy supplemented by school and community recognition. In this way it is to be hoped that pupils may learn to select their own satisfiers. Public approvals and disapprovals are potent, but only so far as the individual cares about them. One's mind-set predisposes him to be pleased with the approvals of some individuals or groups, but to be quite unmoved, or even annoyed by the approvals of other groups. The school that will help most effectively is the one in which pupils learn not only to act in socially desirable ways, but to do so from the same motives and with the same satisfactions that control the behaviors of socially efficient people in the adult world.

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<sup>14</sup>Horst, H. M.: "Student Participation in High School Responsibilities." *The School Review*, vol. XXXII, No. 5, May 1924. (Other excerpts from this article appear in Part II, Chapter XII.)



**Other Examples of Socialized Procedures.**—To apply specifically this concept of class procedure to all the subjects of the curriculum is not possible in this volume. In all subjects that have not become encrusted by conventional conceptions of content and method, there is only necessary the utilization of the school and community as a laboratory wherein the activities which the curriculum should include are taking place anyway. Thus, commercial courses should take advantage of the administrative and clerical aspects of the school and its community. Supplies for instruction, for lunch-room, for office, and for janitorial force, might well be ordered, received, distributed, and accounted for by commercial pupils.<sup>15</sup> The funds of all student organizations may be cared for by the commercial pupils—bills paid, orders and vouchers filed, account rendered.<sup>16</sup> The secretarial work of teachers, parents' associations, department leaders, and to some extent of the principal, is largely cared for by commercial pupils in many high schools. The attributes of courtesy, accuracy, promptness, appropriate dress, and the like, are thus learned in social situations as nearly as possible like those of civic and economic life.<sup>17</sup>

“Educational virtue lies no longer in testing what is remembered but in what is appreciated; how it is appreciated and why.

“Where could comedy reach a higher plane, or a lower level, than in giving credit to an eighth grade girl, twelve years old, for stupidly devoting a whole evening to performing five long examples in partial

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<sup>15</sup>At Trenton, N. J., and Seattle, Wash., this is done. (See Part II—Chapter VIII.)

<sup>16</sup>At Montclair, N. J. High School, and at Grover Cleveland J. H. S., Elizabeth, N. J., this is done.

<sup>17</sup>Cf. Winship, A. E.: “Appreciation of Appreciation.” *Music Supervisors Bulletin*, Nov., 1924.

payments and giving no credit to her brother who has been to a concert and comes home describing it elaborately and humming many a strain that he caught there."

Science may be taught in direct connection with the problems of ventilation, sanitation, of heating, feeding, transporting, and clothing the boys and girls of the school community. Art, music, literature, English expression, home economics, industrial arts, and mechanical drawing may all utilize the needs and opportunities of the school community in the same ways as civics, commercial work, and sciences.

**Motivation for Preparatory and Formal Subjects May Be Intrinsic.**—There remain such preparatory and formal subjects as ancient history, Latin and mathematics. Their immediate utility is small or utterly lacking, but they can be extrinsically motivated. There are pageants to prepare, charts to make, special honors to win, and for some pupils, even the coöperative effort of pupil and teacher to attain desired goals together, e.g., the passing of college entrance examinations.

Perhaps, however, enough has been said to suggest ways in which all teachers of subjects that are of more or less intrinsic value and interest can utilize the opportunities offered by their own subjects to maintain a hopeful, friendly atmosphere, to teach the assignment rather than to test previous learnings, and to "make the good contagious" by attaching satisfactions to all "accepted" right practices through group approvals and other institutional recognitions.

"The problem of character culture is getting people to *want* to do right; and no mere talk, however lofty and true, will accomplish that. . . .

"The fact is that *in morals the world is always educator-in-chief*, and brooks no serious interference with its standards of right and wrong. School, church, and even home play subordinate rôles; they cannot even teach what they will, for the world holds the lash over them; and the world amends and vetoes their results without ruth or mercy."

Much is made of the assertion that the youth of the land is in revolt. In practice the youth of every generation has always been in revolt against the impositions of adult *mores* and opinions. This condition may, indeed, be most hopeful for progress. What is needed, however, is an alliance and harmonization of the outlook, habits, and satisfactions of young adults of each rising generation with the aspirations and *mores* of the forward looking, socially effective adults. Such will be the result of an education based on the purposeful act which "prepares best for life while at the same time it constitutes the present worthy life itself"<sup>19</sup>. Such education is "the process of helping children to help themselves (a) to form even more worthy purposes, (b) to achieve their purposes ever more efficiently."<sup>20</sup>

### Study Problems

1. DOES one teach spelling to James, or does one teach James by means of spelling? Or is one equally interested in both James and in spelling? How does departmentalization of instruction affect the likelihood of emphasizing subject at the expense of the boy?

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<sup>18</sup> Sisson, E. O.: "Moral Education Again to the Front." *School and Society*, vol. XXI, No. 541, p. 543, May 9, 1925.

<sup>19</sup> Kilpatrick, W. H.: "The Project Method." *Teachers College Bulletin*, Oct. 12, 1922.

<sup>20</sup> Courtis, S. A.: "The Influence of Ideals Upon Success in School." *Journal of Educational Method*, vol. II, p. 366 ff., April, 1923.



2. If activities alone educate, if pupils learn the reactions they give birth to, if every impression should be accompanied or followed by expression, then what does a pupil learn from reading about the institution of slavery and telling back what he has read to the teacher?

3. Kilpatrick has called attention to the many incidental learnings that go on in a class period, besides the one in which the teacher may be primarily interested. Not only how the formula for getting the area of a trapezoid may be learned, but courtesy, interest in mathematics, pleasure in attending school, sustained effort, and many other reactions are strengthened, weakened, or otherwise modified. Of what importance is this fact to the teacher? How must the class period be controlled if more good than harm is to be done?

4. Read articles by Hart in *Survey Graphic* for April, June, September, 1926 on Danish Folk High School. What lesson, if any, do you find here for the socialized secondary school?

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## CHAPTER VII

### Creative Control Through Athletics and Physical Recreation

PROGRESSIVE high schools everywhere are endeavoring to adapt their educational programs intelligently so that all boys and girls of high school age may find some serious tasks to which they may address themselves earnestly and purposefully. The most ready-to-hand instruments, perhaps the most satisfactory, are athletics, physical recreation, and the other aspects of playground and gymnasium activities.

Through the ages it has been obvious that vigorous participation in group contests has been attractive to adolescent boys. Social encouragement of similar contests for girls has been somewhat lacking until recent years. But in the past two decades or so, it has been found universally true that if girls are encouraged to participate in group games and general playground activities during the junior high school period, spontaneity and enthusiasm for physical group activities are nearly if not quite as marked in them as in boys.<sup>1</sup> Not only in high schools has this change been apparent; the success of the physical activities programs of the Girl Scouts, Camp Fire Girls, girls' summer camps, Y. W. C. A., and the like, is evident in their rapid and successful developments.

Athletics and physical recreation offer extraordin-

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<sup>1</sup>Davenport, Florence: *The Salvaging of American Girlhood*. Dutton and Co.; Chapter XII. A plea based on concrete evidence of the need for more vigorous physical regimen for girls.

ary opportunities for adequate expression to many boys and girls who find the media of class-room or even the socio-political life of the school too constrained to permit them to act wholeheartedly and without excessive self-consciousness. Running, jumping, shouting, batting, chasing—here are behaviors so primitive, so satisfactory to the healthy individual that there result a spirit of wholeheartedness, an abandonment of inhibitions, and a freedom from nervous strains. Here if anywhere normal children find adequate lives.<sup>2</sup> And hence, here if anywhere can society's agents build safely to construct positive *mores*, habits, and attitudes concerning clean sport, team spirit, identification of one's desires with the purposes of the group.

There is more than mere coincidence in the transfer of terms of sport to social and political life. Roosevelt's injunction to school boys regarding their civic, economic, and domestic affairs to "play fair—and hit the line hard," was understood by the multitude of young Americans whether they actually played football, or had experienced it only vicariously. To many there is an emotional thrill to be found in the conception and performance of duties to city or family or business organization, in accordance with approved modes of conduct of sport. One feels that he is "playing the game." The statement that the battle of Waterloo was won on the football fields of Harrow, though doubtless only a partial truth, illustrates a transfer of training that finds its analogs throughout our whole social life.

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<sup>2</sup> Cf. Whipple, G. M. in Johnston, *et al*: *Junior and Senior High School Administration*, pp. 123 ff.



If one behaves well when engaged in so wholehearted and purposeful an activity as the various forms of competitive athletics with their concomitant vigorous social approvals, he is almost certain to build up a behavioristic complex that is so emotionally satisfying that it is in a constant state of readiness to be used again and again whenever the analogy is apparent or the associations shift. Practice in abiding by the umpire's decision makes us ready to accept the decision of the traffic officer or of the Supreme Court. Striving to the limit of his strength, and even beyond this point, in a race or a game may become so intense a generalized ideal and habit that one's behavior in preparation of an examination, caring for a sick child, finishing up an important report in business, or struggling through a losing political contest takes on an emotional coloring of the analogous athletic effort. One is conscious that he is "sticking it out," that he is "fighting to the last down," that he "must not quit." And emotions are the seat of power, they are capable of releasing energy of a sort that carries one forward to the point of exhaustion, happily, eagerly. By such activities, life becomes an adventure, each in his own sphere becomes truly "a happy warrior."<sup>3</sup>

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<sup>3</sup>In his recent book, "Education and the Good Life," Bertrand Russell shows very scant respect for the "spirit of coöperation," as taught by athletics, for he says it is always coöperation in the service of competition, and further, "the cult of athletics involves an underestimation of intelligence," such as is causing Great Britain to lose "her industrial position and will perhaps lose her empire." This failure to respect intelligence is, he believes, "connected with the fanatical belief in the paramount importance of games."



What then are the problems of the high school principal and his faculty, particularly of those teachers who take advantage of the opportunity to share in the athletic and physical recreative life of the pupils? Here are some of the most significant ones:

1. How to get all pupils in school to take a vigorous part in some phase of the school program of athletics and other physical recreations.
2. How to stimulate, direct, and take advantage of the potential community interest in school athletics for educational ends.
3. How to control the opportunities so that every normal pupil will have a chance to be successful enough to establish his self-confidence and arouse his enthusiasm.
4. How to promote altruism, and religious fervor among pupils without encouraging flabby sentimentalism or morbid introspection.
5. How to encourage pupils to accept responsibility for the school's good name as well as for the team's victory.
6. How to keep the school's athletics free from domination by cliques, and yet allow for or even encourage the normal expressions of friendships for or loyalties to group leaders.
7. How to finance athletics so that sports that attract popular support shall not be commercialized, and that sports and contests that command little community financial support shall be adequately provided for.

8. How to encourage student-faculty coöperation for control of the school's athletic programs—finances, eligibility, awards of honors, schedules, and the like.

There follow brief resumés of successful solutions of these problems in progressive schools:

**Increasing the Number of Participants.**—At the University of Chicago High School, during the principalship of F. W. Johnson, the range of athletic opportunities was so extended and made so attractive that an average of 229 boys in the school participated in more than two sports during the school year, and the number of boys who did not have a place on at least one team was almost negligible. Class teams were organized and under the direction of the physical education faculty 162 interclass games were played in the following sports: football, basket ball, baseball, track (indoor and outdoor), indoor baseball, swimming. Meantime inter-school athletics were not decreased, for seventy-six such contests were played in football, soccer, basket ball, baseball, swimming, track (indoor and outdoor), golf, and tennis. The inter-class games resulted in warm rivalry and interested the pupils in the games in which they themselves participated. "The teams representing the school in contests with other schools are developed as a sort of by-product of the inter-class games while they serve as a strong incentive to the development of athletic skill throughout the school." A similar program of competitive sports was also set up for the girls of the school, though a smaller number of

games was considered appropriate for girls, and inter-school games were limited to basket ball.<sup>4</sup>

The place of a vigorous athletic program in the Great Public Schools of England, and indeed in the general life of both boys and girls of middle and upper classes of England is well known. Such pictures as one gets of this life from *Tom Brown at Rugby*, *Stalky and Company*, *Joan and Peter*, and *The Brushwood Boy*, show the method of transmission of traditions and *mores*. From older boys to younger are passed ready-made judgments of what is fit, what is to be expected. Doubtless these traditions are sometimes thoughtlessly accepted and applied in absurd situations. Thus, Wells holds up to ridicule Troop's traditional attitudes toward Joan's tennis, and toward religion, politics, and conformity in general. And yet we get the picture of English secondary education—the masters are there, but it is the school that teaches, and the life of the school is the tradition, the tradition of the prefects, the youth almost incredibly manly in his manner, full of grave responsibilities toward his school and his duty to "make the fellows live decently and behave decently."

This English practice results in universal respect and conformity—in so far it is successful. Nevertheless, America must not accept such "success" without discrimination.

In the larger four year high school the ideal of participation by every member is of necessity limited to the physical education classes which are generally giving more and more emphasis to games and con-

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<sup>4</sup>Cf. Johnson, F. W.: *Administration and Supervision of the High School*. Ginn and Co., 1925.



tests, and less to formal gymnastic drills. Pickell speaks of one school (presumably the Lincoln, Nebraska, High School) in which the following intramural athletic activities were carried on: inter-class basket ball tournaments for boys, inter-class track-meet for boys, inter-class gymnasium contests for boys and girls; tennis tournaments for boys and girls in neighboring play-grounds and parks, inter-class contests in hockey for girls, hiking clubs for girls, and cross country runs for boys.<sup>5</sup>

At the Blewett Junior High School intra-school athletics and organized play have occupied an important place in the life of the school. Through the physical education program of organized play practically every one of the fifteen hundred boys and girls finds a natural introduction into some of the manifold athletic contests of the school. A wholesome spirit of good natured rivalry is fostered between home-rooms, clubs, and classes. Individuals generally compete with each other only as representatives of teams or groups, but individuals are encouraged to be intent on beating their own best past achievements and on equalling certain objective arbitrary standards set for children according to their stages of development.

Lyman thus speaks of the situation at Blewett in the fall of 1919:

**“Organized Play and Athletics.**—Blewett endeavors to stress intra-school athletics and organized play; attempt is made to draw every boy and girl into the games of gymnasium and playground. A wholesome spirit of competition is fostered between individuals and classes, and with the individual's own achievements. During the past autumn there have been series of inter-class games in playground

<sup>5</sup> Cf. Johnston, *et al*: *Junior Senior High School Administration*. Scribner's, 1922.

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baseball, in soccer, in track and field athletics. Monday afternoons find six inter-class games of seventh-grade advisory groups. Wednesdays, eighth-grade teams, Fridays, ninth-grade. Winners play each other for the school championship. Each Tuesday are held track and field contests, two or three events only each week, with separate heats and finals for the seventh, eighth, and ninth grades, culminating in finals for school championships. The Tuesday series, growing more strenuous from week to week, culminates in a cross country run, or a hare and hound race. Careful records in all events are kept, and through a scoring system, boys who consistently show a fair degree of ability may win the school letter. The soccer series of competition for school championship beginning with inter-advisory group games is inaugurated as soon as playground baseball is finished. Similar series of outdoor competition in games suitable for girls are also held; baseball, dodge-ball, and volley-ball are popular.

"Among the various clubs which meet every Tuesday afternoon are the following: Girls' Outdoor Sports Club, Boys' Basket Ball Club, Girls' Basket Ball Club, Hiking Club, and Boys' Football Club whose names signify their purposes. Of these weekly clubs, whose purpose is distinctly athletic, about 300 boys and girls are members; about 500 boys take part in playground baseball each week; and 250 boys have competed in the field events of a single Tuesday. Thirty boys form the Rugby Football Squad, which plays with teams from other schools."<sup>8</sup>

At Waltham, Massachusetts, each of the two junior high schools had varsity football teams and the two schools had become fierce rivals. E. W. Blue and a colleague were put in charge of the athletics in the two schools with the recommendation that they set up an athletic program which would do away with this rivalry. Instead of a varsity team in each school seven teams were formed by the simple expedient of electing seven "captains" each of whom selected his teammates in rotation so that each team had about the same number of good players. A series of games between all the teams of the two schools was ar-

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<sup>8</sup> Lyman, R. L.: "The Ben Blewett Junior High School." *School Review*, vol. XXVIII, Nos. 1 and 2, Jan. and Feb., 1920. Reprinted in Lyman-Cox: *Junior High School Practices*. Laidlaw Brothers, 1925.

ranged. In the first few games the instructors acted as officials with strict impartiality. After that they gave hints to each team so as to make the players feel that they were interested in them; thus, they instilled a spirit of good feeling and an eagerness to improve.

Since these games were a part of the regular physical education, a part of the prescribed curriculum, no teacher could keep one of the boys from playing because he had dropped below in his studies. The conventional system for deciding eligibility would have interfered with the program of general participation in athletics, for many of the poor students would never have been eligible, and would therefore never have become interested in athletics. Such pupils include most of the "trouble-makers" who need help more than any of the others.

A unique method, justified by its success, was adopted for awarding school letters. Instead of giving letters to all the members of the team that won the highest percentage of games, insignia were given to the two or three best players of each team. These boys received the school letter provided their scholastic work was of passing grade and their coöperation in school was satisfactory. Much was made of the presentation of letters at the school assembly and the letter-wearers were made to feel that they should typify the best standards of conduct and attitudes in the school.<sup>7</sup>

**Increasing Community Interests in Athletics as Educational Instruments.**—The general social world

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<sup>7</sup> Cf. Blue, E. W.: "Experiments in Athletics." *Journal of Education*, February, 1926.



has been stimulated to "enjoy" at least vicariously many forms of "athletic" contests, such as the prize fight, professional baseball, horse-racing, tennis and golf tournaments. The pattern consists in several thousand spectators sitting on bleachers to watch a few highly trained experts contest. Often one shows his loyalty to one of the contesting sides by laying a wager that his favorite will win. In this general atmosphere there appear the "sport"—loud of mouth, extravagant of dress—the "hang about" and "tout." The *mores*, the accepted virtues of this circle, tend always to be transferred to college and school athletics.<sup>8</sup> These abuses have tended to grow more and more acute as interscholastic athletics have been transformed into gigantic businesses, with enclosed athletic fields where games are staged before crowds

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<sup>8</sup>Not all of the accepted practices of professional athletics are undesirable. Indeed, there are frequent examples of good sportsmanship that may be most helpful in guiding the behavior of the hero-worshipping school boys. A. W. Barton, Jr., quotes in *The High School Quarterly*, July, 1925, the following description of a rather dramatic episode:

Of the 1924 World's Series "the first man, we are told, to congratulate the Washington Club was Hank Gowdy, catcher of the Giants. He rushed into the Senator's dugout, still in uniform, and grabbed Harris by the hand. 'I am proud to have played against such a splendid club,' said he. Then he crossed over to the veteran pitcher who had just crowned his baseball career with victory, and said, 'Walter, now that we have lost, I am glad it was you that pitched us out. I'll never regret losing to you.' Outside the door stood Frankie Frisch, captain of the defeated Giants, nursing his crippled fingers. By this time the Senators were dividing up the World Series money, and police officers were not admitting any one to the room. But Walter Johnson spied the Fordham Flash and rushed over to the door. 'Your work was great, Walter,' Frisch yelled through the door. 'Tell Harris for me he has one of the gamest clubs I have ever played against. I hope we meet in another series next year.'"

of people whose paid admissions make possible the continuance of the expensive teams. The "loyal" alumni, the local rooters, readers of the daily papers, demand victories, and hence coaches who can drill their teams so that they will win. Frequently the high school faculty feels helpless before the torrent of unthinking enthusiasm for the team to win that gains headway during the seasons of "big games." Sometimes the principal and other members of the staff feel that they will be misunderstood in the community if emphasis is given to the educational aims of athletics—health, recreation, and right living—rather than the winning of games as an end.

Efforts to prevent the thoughtless sporting element from controlling athletics, and hence to some extent from controlling the spirit of the school, have cost some high school principals their positions. Unless one is content, however, to let the aims and modes of conduct typical of professional baseball, horse-racing, and prize-fighting gain ascendancy in his school, he must act firmly and wisely to promote a positive program that will appeal to the more mature and intelligent leaders in the community.<sup>9</sup>

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<sup>9</sup> Recently vigorous protests have been appearing in the press and from various platforms against the practices that too frequently characterize intercollegiate athletics. While these articles and speeches have generally dealt with college athletics, they surely have strengthened the position of the school principal or superintendent who may feel the need of arousing the consciousness of his own community to similar conditions that exist in connection with secondary school athletics. An article in the Harvard Alumni Bulletin (Dec. 10, 1925) by Dr. Morton Prince attacking college football asserts: "Their own game is not played by the undergraduate players. They are pawns or puppets in the hands of a professional coach. Even the quarter-

With resource and courage on the part of the school authorities, however, this plain path of professional duty is not difficult or disagreeable. Among the business men, lawyers, clergymen, and editors of the community, and, indeed, among the alumni of the school, can be found several, perhaps many, intelligent men and women who will readily see how false are the values involved in an athletic program which puts the emphasis on winning games. Three different times the writer of these pages has found himself re-

back's or captain's responsibility is limited to putting into practice what he has been taught and told to do by the professional coach.

"This is recognized by the public and the press. . . . We read again and again of one coach being pitted against another coach; of Bob Fisher, for instance, against Tad Jones, or Gil Dobie against Jesse Hawley. . . . The teams are the fighting material they use—pawns in their hands. It is a battle between coaches and coaching systems.

"At times, of course, the team takes, and must take, the initiative, and the captain directs temporarily the tactics. But in the larger aspects, the above is a fair statement.

"But this is not the whole of it. Let us go back to the preliminary period, the period of practice and training. From the very beginning the players are under the complete control of the professional head-coach, a middle-aged man of forty. He is not simply the teacher; he takes charge of the team in every particular of training and practice. He decides who shall and shall not play, the methods of training, of their physical condition and mental condition. He not only teaches the technic of the plays but he directs what plays shall be used, the tactics and strategy, and the discipline. He disciplines the team in a way which, although it often receives the commendation of the public, to others, seems to reflect a deplorable condition of football. I am not criticizing, I am not blaming, I am only describing the football *system*.

"The professional coach is, as I have said, not simply a teacher, such as is made use of in sports like tennis, and polo, and skating, in games of skill like billiards, and in artistic accomplishments like that of singing, playing the violin, painting and so forth. He takes complete charge of football athletics with the absolute authority of a dictator and he uses it to the fullest extent."



sponsible for the school athletic situation in communities in which the insistent demand for winning teams, by vocal and rather influential groups among the citizens, made it rather difficult to set up an educational program of athletics.

In the first, a successful strike by pupils led by athletes, disqualified for truancy and poor scholarship, had embarrassed the principal and superintendent of schools. In the second, a very wealthy patroness of the school, a member of a family which completely dominated the village, maintained a gymnasium with instructors for the young people of the community; the teams of the gymnasium had played under the name of the high school, though frequently "ringers" had been used. Such a basket ball team had, in the year previous to the author's principalship, tied for the "state championship," and the same players were expected to represent the school again, and to "win the championship this year."

In the third situation, a very intensive industrial community (the industry was a continuous process, all workers being on eight hour shifts), there were groups of young men about town who had abundant leisure, considerable income, and "sporting proclivities." These young men were self-appointed sponsors, coaches, financiers, and outfitters for the school teams.

In each case, a successful presentation of the issue to the school board was the first step taken. This was followed by a conference of a committee of the board with a selected group of influential citizens including the editors or representatives of local papers, the clergy, municipal officers, and other persons whose

good-will and sympathetic understanding were necessary, if any changes for the better were to be made. Adequate coaching of the reorganized teams by members of the school faculty and reasonable eligibility rules were proposed. This was followed by individual conferences with influential young alumni whose fears of a violent slump in the teams had to be overcome.

Even after all this, it was in no case all smooth sailing; but in every case the reform was so successful that the improvement has been permanent. It must be admitted that the school and the school principal in the second case lost any further benefactions from the wealthy patroness—but the rest of the influential family loyally supported the new program of intra-school athletics and *bona fide* school teams.

**Every Normal Pupil a Successful Athlete.**—The line of argument used by the writer in presenting the athletic problem to school boards and citizens has had as its key-note the statement of G. Stanley Hall that “play at its best is only a school of ethics.” The need for constant self-control and coolness of temper under trying circumstances that are necessary to success; the necessity for coöperation and submission to leadership, the outlet for adolescent restlessness, and the opportunity to make a successful appeal in the name of school loyalty—these potential values of athletics are readily granted by all intelligent men and women. If these values are to be assured, however, not only must the school’s honor be above reproach, the team’s leaders worthy of obedience, and the channels for adolescent energy safe, but also the program of games and contests must be varied and teams organized for boys and girls of differing ages,

sizes, and stages of maturity, so that every normal pupil will find at every season some form of activity in which he can be successful in comparison with those with whom he is playing or competing.

Once this far-reaching plan is understood and adequate play-space is made available, it is not a very difficult plan to put into operation. For some contests, such as baseball or track activities, assortment according to age or size is not important so long as all competing teams are approximately evenly balanced. For other contests, such as jumping or wrestling, the smaller boy or girl faces certain defeat unless competing against those of nearly the same height and weight.

Some years ago Mr. F. J. Reilly, Director of Physical Education of New York City, published a very valuable little book called *Rational Athletics*.<sup>\*</sup> From this book the following quotations are made. But all who are interested should assuredly read the entire book.

"Rational Athletics, as a system, is not primarily a matter of records and charts and bookkeeping. It is primarily a plan for getting all boys and girls to take active part in real, live, athletic competitions as the best possible method for all-round physical development. To this end, the program, taken as a whole, will be found to provide vigorous exercise for practically every muscle in the human body. This fact was demonstrated rather forcibly in the case of four men of our corps, including the author, who, without previous practice, put themselves one day through the program of events, as though they were members of the 8B class of boys. I am glad to say that all "qualified," but it is no breach of confidence to say that they were lame and sore for several days after.

"The immediately essential thing is to break away from the old

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<sup>\*</sup> Reprinted from "Reilly's New Rational Athletics for Boys and Girls," by special permission of D. C. Heath and Company. All rights reserved.



idea that only the chosen few, naturally endowed with strength, ability, and aggressiveness, are proper material for the 'team.' Once get the idea that every one, unless excluded for sound physical reasons, is a member of the team, and that the success of the team depends on the average standing attained by all its members, and you are practicing 'Rational Athletics.' The system that permits only the favored few to get the enjoyment and the benefits of athletic training is so unjust, unfair, and undemocratic, that we who have tried the other plan must be pardoned if, at times, we lose patience with those who fondly cling to the old plan—those who, pointing to the trophies won by their 'team,' imagine they are doing their duty in the matter of physical training. If we could only make them understand that it requires no more, but rather less, time, labor, and skill to train a whole school to a fair average of performance in a well balanced program of events, than it does to train a picked team of star athletes to a high degree of skill in a few events, for competition with other teams similarly trained. If we could only make them understand that, once organized on the basis of 'Rational Athletics,' the physical training period becomes a period looked forward to with joy; that no one asks to be 'excused,' if he can help it; that every one is distinctly 'on the job,' ready to help get out apparatus or do anything else, that no valuable time may be lost! This may sound like exaggeration, but it is plain fact which may be witnessed at any time by any one who cares enough about it to do so. As one teacher expressed it, 'I can't make the girls *march* up to the 'gym'; they just *dance* up.'

"The physical training class should be divided into squads of from six to eight pupils each. The best way to accomplish this is to have the class hold an election, choosing squad leaders by vote. The squad leaders, having been elected, should then choose the members of their squads as boys choose sides, each selecting one in turn. . . .

"It is well for the teacher not to interfere in this selection. Let the children choose their own leaders; they know one another better than he knows them. When a leader proves incompetent, it is time for the teacher to suggest to that squad that they hold a new election. They will usually act upon such a hint.

"The squad being thus organized, the leaders should be furnished with some sort of form for keeping a record of the achievements of their respective squads. Let us say here, however, that the important thing is not the keeping of records. The squad leader's business is to prevent and stop 'fooling,' and to keep his squad working. It is well, therefore, for him to record frequently what his boys are doing. The teacher should look these records over, occasionally, but where he has confidence in the skill and honesty of the leaders, he may accept their records of most events as official.

# 118 ATHLETICS AND PHYSICAL RECREATION

## RATIONAL ATHLETICS—BOYS

.....Term 19....  
 Class.....Room.....  
 M.....  
 Teacher

Names	Classification	Posture	Hygiene	Running	Hop, Step and Leap	Broad Jump	High Jump	Chinning the Bar	Strength of Grip	Putting the Shot	Combination Dip	Trunk Lifting	Chest Expansion	Pitching	Basketball Goals	Totals

WALL CHART—BOYS

## RATIONAL ATHLETICS—GIRLS

.....Term 19....  
 Class.....Room.....  
 M.....  
 Teacher

Names	Classification	Posture	Hygiene	Running	Strength of Grip	Chest Expansion	Basketball Throw	Pitching Baseball	Basketball Goals	Serving in Tennis	Putting in Golf	Driving in Golf	Totals

WALL CHART—GIRLS

## NORMAL PUPIL A SUCCESSFUL ATHLETE 119

"There should be as many 'positions' on the floor as there are squads in the class. With six squads, there should, if possible, be six different activities for them to enter into."<sup>10</sup>

A typical lesson would include practice by six squads in six activities such as the following: (1) Hop, step, and leap; (2) pitching; (3) broad jump; (4) shot put; (5) potato race; (6) high jump. On other days or at other times practice in chinning themselves, basket ball goals, chest expansion, combination dip and trunk lifting, grip exercises are practiced individually, by class, or by big squads.

W. O. Forman proposed a scheme whereby height as well as weight is a basis for grouping pupils:

"In any given weight grouping the boys who are in the upper tertile will set the standards for the lower two-thirds, and they will naturally set it so high that the lower two-thirds cannot hope to win even if they can be persuaded to take part. Hence, a weight grouping alone results in a contest among those few boys who happen to be in the upper third of any group. This is surely an injustice to the boys of the lower two-thirds.

"The following plan of conducting athletic events has proved very satisfactory. It opens the way for more boys to enter, compete, and win. It is more democratic and in keeping with the ideals of all athletics in our public schools.

"1. In the running high jump any boy who jumps sixteen inches less than his height has jumped the minimum and passed his first test. Every inch added to this test constitutes an additional test. It is easily seen that any boy who is fifty-four inches high and jumps forty-six inches, for instance—eight inches less than his height and therefore his ninth test—could be beaten by any boy fifty inches high who jumps forty-five inches—five inches less than his height or his twelfth test—even though the second boy does not jump as high as the first boy. The writer contends that any boy who jumps his height is an excellent jumper. It seems best to keep some divisions of weight classes also, in order to enlarge the number of winners and not to discourage the tallest boys.

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<sup>10</sup> Reilly, F. J.: *New Rational Athletics for Boys and Girls*. D. C. Heath, pp. 6 ff.



"2. In the standing broad jump ten inches more than a boy's height gives him his minimum jump or first test. Every inch more that he jumps gives him an additional test. Here again we see that the small boy has a chance to win against the large boy.

"3. In the hop-step-jump any boy who makes a record of 3.35 times his height passes his first test. His second test is found by multiplying his height by 3.40; his third test by multiplying his height by 3.45, etc., adding .05 for each additional test. This method may be reversed. A boy makes a jump and measures it. This measurement in inches is divided by the boy's height, and the number of the test is found by counting up from 3.35 by intervals of .05.

"4. In the running broad jump any boy who jumps forty inches more than his height passes his first test. Additional tests may be secured by adding one inch for each test.

"This plan offers the boy a chance to watch his own progress, encourages and interests more pupils, and makes it possible for a boy to compete on a level commensurate with his ability. Futhermore, there is no reason for him to try to do the impossible."<sup>11</sup>

**A Healthy Altruism and Religious Fervor without Sentimentalism.**—Whoever really knows the adolescent is well acquainted with the indefinable quality of restlessness and the secret unexpressed longing for companionship which when available is so frequently repulsed. The adolescent finds joy in serving actively the object of his affections, whether this object be a school-mate, a teacher, or a parent.

Learning to serve an institution is a sublimation of such a personal loyalty, a transfer of feeling and behavior that is best promoted when stimulated by institutional rivalry when it has become white-hot. This is often the case in team-athletics, when reënforced and controlled by a popular sentiment that the school faculty and community leaders may influence and direct. Even in track athletics where individuals

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<sup>11</sup> Forman, W. O.: "Height as a Basis for Competitive Athletics in Elementary and Junior High School." *The Elementary School Journal*, vol. XXV, No. 3, Nov., 1924.

compete against each other, there is something lost unless participants are led to feel that they are running or jumping for the glory of the school, the class, the club, the home-room, even more than for their own recognition.

The joy of service, the pleasure of giving of one's self to one's school, to one's country, or to one's children conditions human behavior so that unselfishness may give more permanent satisfaction than selfishness. From the beginning such services may well be rather spectacular, and the pupils should be encouraged to base their approvals and scorns upon the earnestness of the young athlete and his sportsmanlike character quite as much as on the quality of his athletic performance.

While it is true that team play demands subordination of self to the group strategy, it does not follow that the contribution will be made joyously, nor in sportsmanlike manner. The boy plays a hard, clean, successful game—so far good. He also plays an unselfish game. So far as responsible teachers can promote it, let the approval of faculty, pupils, and community be placed even more on the gentlemanly and unselfish coöperative spirit of each participant than on the skill as a player.

To this type of group discipline the adolescent normally would respond adequately, if it were not for the newspaper "sport page" and for the "fans" who apparently find their mental nourishment almost exclusively on these "sport" pages. The writer has found that such juvenile stories as Johnson's "Varmint," Silver's "Dick Arnold Plays the Game," and even "Tom Brown at Rugby" have been of potent

assistance in getting pupils, and parents also, to appreciate the superior spiritual contribution of the boy who serves his school rather than his own selfish ends.

**Responsibility for the Team's Good Name.**—Here is a value that depends primarily on community standards. There is pretty general condemnation of "crooked" or "dirty" teams, and the effect of this negative taboo is in general helpful to teachers and coaches who seek civic and cultural contributions from athletics. However, the desire for victory and the joy of being in a "victorious" crowd that has "rooted" for a local team is rather overpowering to most of us.

When enthusiasm is rife, it is often impolitic to criticize the legality or sportsmanship of the winning team's tactics. As a result, it is natural that high school boys and girls should subordinate the team's good name for clean play to the team's fame for victory.

Much can be done by educating the public to a better sense of values, but that is a slow and very uncertain job. Conservative colleges like Harvard have struggled for a quarter-century or more to educate so carefully selected a body of the public as their own alumni to an adequate appreciation of sports as educative instruments—and with very scant and varying success. "Give us victories," demand the graduates. And the alumni standard of values reënforced by that of the sports writers imposes itself on undergraduates and on candidates for teams.

Fortunately ideals of sportsmanship are so specific that the "victory or die" swagger that appears in college football songs is unimportant in a friendly tennis match, and not much more important in inter-



dormitory or even inter-class games. Progress in promoting true values in athletics is to be found in sports that the alumni and public have so far largely ignored.

A similar line of attack is open for the high school. Without boycotting the school teams, let the high school promote a thorough-going intra-mural program. The basis for loyalty then becomes the class, the home-room, the club.

At some private schools, e.g., St. Paul's School, Concord, New Hampshire, the students and faculty are divided into several clubs which continue from school generation to generation. A high standard of play and gentlemanly conduct is a part of the tradition of the clubs. Cheating or sharp practice would be looked upon with disfavor by one's fellow-players on the ground that it reflected on the good name of the team. A similar state of affairs is fairly common in junior high schools where the college tradition has not interfered.

This condition can be reached in large high schools if the problem is attacked bravely and resourcefully. At Northern High School, Detroit, Michigan, the students are grouped by houses; in one house a student continues from the time he enters until graduation, if he remains so long, and later his younger brother may be a member of his house. Teams representing these houses are very conscious of the good name of the house.

**Avoidance of Domination by Cliques.**—Just because the school is a reflection of the actual conditions in the community it seeks to reproduce, and because its members are also members of many out-of-school

social groups, we have the normal human efforts to control elections of leaders on the basis of friendship or of membership in an extra-school society—neighborhood, fraternity, Sunday School, etc.

The stress in this situation in school is immediately released, if the neighborhood or fraternity group is encouraged to enter the school's athletic life as a group. Thus, teams representing each of the elementary schools in the district may play a series of games, or rival fraternities may compete. The desire for group expression in the athletic activities thus finds compensation. Since "varsity" teams draw on the group teams for material there is normal incentive for competition between teams and individuals, and also normal desirable encouragement for the embryonic politician to bring to the attention of the coach the efficiency and availability of members of the group for varsity squad work.

**Financing the Athletic and Recreational Program.**—In theory at least the high school athletic and recreational program should be completely supported out of public school funds raised by taxation. If the potential educational value of such activities is as great as those of Latin or history, they should be given the same kind of support. Great progress has already been made in this direction. With increasing frequency, part or the whole of the salaries of school athletic coaches and of teachers who act on athletic councils or as supervisors of finances are paid out of school funds under direct authorization of the board of education. Gymnasia, play fields, and even enclosed athletic grounds with bleachers for spectators

are sometimes provided by the community as part of the school equipment.

Nevertheless, it may be hoped that the students themselves will continue to have the task of financing, at least in part, the equipment of teams, their transportation, and similar expenses. Granted that many abuses do grow out of such financial problems, such a possibility seems inherent in any situation that makes financial problems real. For the adequate legitimate support for school athletics and physical recreation in even a relatively small high school requires the raising and expenditure of hundreds and frequently several thousands of dollars.

Some individual or committee must be a resourceful agency on ways and means—and the pupils should be permitted the opportunity to exercise their ingenuity in this matter. Here is the opportunity for the student council or for an athletic council to wrestle with a difficulty that is similar to social complications to be met in the family, in business, in government, in clubs and societies throughout active life. Captain, manager, and coach are agreed on the needs of the team for equipment, and maintenance, money for it all is not available—here is a common obstacle that calls for reflective thinking to be followed by an active program. There is a temptation always for principal or other officers to take charge at this point, to decide what money may be allotted and how it shall be raised. But this treatment of the problem robs the pupils of the opportunity to deal with a practical situation that may under faculty guidance provide a sound legislative and executive experience for the pupils involved.

Experience in dealing with social problems is just



as essential, if one is to learn to deal adequately with them, as experience in pitching baseball is necessary if one is to learn to "control the ball." The preparation of a budget and the raising of money to carry it through is a sufficiently general and desirable life experience to warrant the school in providing whatever genuine experiences of this sort are feasible.

In smaller high schools the developmental program of the school district or of the local park-commissioners may be made the basis for coöperative effort on the part of pupils interested in playgrounds. Private benefactors, too, may coöperate with the school in equipping playgrounds or gymnasias.

Thus, in Solvay, New York (1913-1916), the school district in coöperation with the Solvay Guild, an organization of earnest forward-looking women, provided a playground that was laid out by the school boys; later the Solvay Process Company appropriated money to pay for carting and filling, and the boys laid out a baseball field on land that it was expected would become a public park. Money for the backstop and other equipment was forwarded by the school athletic association.

A most interesting example of coöperation in the construction of a gymnasium for a small high school in Iowa is described as follows:

The school had no gymnasium, and there was in the town only one small hall which belonged to the Foresters Lodge. For this hall the Athletic Association paid forty dollars a week for three nights each week. It was found difficult to meet expenses.

As there was no large room for holding community meetings of various kinds, the idea grew that there was need of a Community Hall, and several trips were made to towns having such halls. Eventually the suggestion was made through the local paper that a gymna-

sium in the school could be used for this purpose, and therefore that added expense would be unwarranted.

It was suggested to the Board of Education that the manual training class would build the gymnasium if the Board would furnish the material. This suggestion was strenuously opposed as the general feeling was that the instructor and students would be unable to build such a building, and hence, the money used would be wasted. Finally the class drew up plans of a gymnasium and presented them to the board with the suggestion that they be approved by an architect. The plans were then sent to an Elgin architect who returned them approved.

Various lumber concerns were consulted regarding the cost of lumber. When the selection of lumber was made it was not in favor of the cheapest but in favor of what the Athletic Association thought was the best available for the money. The estimated cost of \$9,450 was presented to the Board and approved.

Two classes of nine boys each worked ninety minutes each day. The work began in October; the building was under roof December 12th; the inside work was completed February 7th, and the building was used on February 11th. The complete cost was \$9,327.67.<sup>12</sup>

**Student-Faculty Coöperation in Controlling Athletic Programs.**—Historically, the control of school athletics was taken over generally as a matter of self-protection to decrease or prevent the abuses that resulted from unsupervised student-alumni-community control. High school faculties often found themselves embarrassed by public criticisms due to such abuses as the following: deficits caused by bills incurred by irresponsible individuals; “ringers” and “muckers” appearing on the school’s teams with apparent acquiescence of authorities; rough and dirty playing in the field; vandalism and boisterousness of rooters in the stands or on the way to and from the games; school letters and sweaters worn by corner loafers and rowdies; school equipment actually sold to outsiders by players to whom it had been “given”

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<sup>12</sup> Excerpt from term paper of L. D. Morgan, University of Iowa Summer School, 1921.

—a rather common form of “graft.” The heavy schedules of athletic teams sometimes included overnight trips with no official supervision. These often involved great expense, and sometimes gambling, drinking, and even sex-immoralities.

And so school officials frequently have taken over the control of these affairs with little preparation of the students’ minds for the step. Sometimes this interference with the *mores* of the school and community has resulted in school strikes or disaffections seriously detrimental to the school morale.

More tactful and skilful administrators have sought first to promote student acceptance of responsibility of the school’s good name and student and faculty coöperation in the development of a program that would safeguard the school’s reputation. A personal example of this coöperation may be cited.

In the Milton, Massachusetts, High School, in the spring of 1908, after a peculiarly exasperating series of disciplinary difficulties on the part of the members of the baseball team and their followers in the community, the school authorities cancelled the remaining games of the season. Straightway a very important part of the community, already none too friendly to the administration, became very outspoken in its hostility. Encouraged by this community attitude, a number of the athletic boys fomented a school strike. The school principal retaliated by disbanding the Athletic Association which had approved the strike. The strike petered out in a few days, though a number of the pupils did not return to school that year. The School Committee was under considerable pressure from the community, and a special Athletic Commit-



tee was appointed. The high school faculty feared that this committee would overrule its decisions, and so undermine its discipline.

During the summer, the writer was elected a teacher in the school and was asked to coach the teams and to take charge of the athletic situation with the request, however, that pupils be discouraged or prevented if necessary, from forming an athletic association, lest they utilize the organization to foment trouble in the future.

In September all restrictions placed on former "strikers" were removed, and a number of ring-leader athletes returned to school generally eager for the season, especially hopeful because for the first time the authorities were furnishing a coach, who had made it a point to gain the confidence and coöperation of the Park Department, the directors of the public gymnasia and certain alumni who had been active athletes.

With this set-up, and after counsel with the captain of the football team (who had been a strike-leader and would surely be barred if a strict scholastic basis for eligibility were to be established) the writer invited an informal committee of several of the most influential boys of the school to see what might be done. This unofficial advisory committee, looking to the immediate problem of obtaining adequate support for the football team, considered a petition for the resuscitation of the athletic association. The immediate need for a small group to consider ways and means led to a proposal for an athletic council with one representative of each grade and the captains and managers of each major team during its playing sea-

son. This Council (of which the Principal and the writer were to be members) would have full responsibility for athletic policies and practices subject to the supervision of the School Committee's Athletic Committee. This plan was immediately submitted to the special committee of the School Committee and to the faculty of the High School. As soon as these bodies could be persuaded to approve it, it was presented by the football captain in the school assembly and ratified by the student body with considerable enthusiasm. Of the membership of the first council, two in addition to the football captain had been involved in the strike.

Heretofore, money had been raised by the manager of each team by circulating subscription papers, by sharing the "gate" or insisting on a "guaranty" when games were played out of town. Unless the manager lacked funds from these sources, it had never been necessary for him to report sources of income nor the basis for disbursements. All this was changed when the Council took charge of finances, and support of the teams was made a school matter. Teachers became partners of the boys in planning entertainments for the teams, they helped them draw up their constitution and by-laws, they attended and sometimes studied their games and took occasion to congratulate athletes who had done well.

The Council awarded school letters, drew up eligibility rules, disciplined players after conference with the captain, and saw to it that money was available for every bill contracted, and that surplus enough was left from football, basket ball, and baseball, to support the cross country runs, the ice-hockey and golf teams,

and the indoor and outdoor track meets. As a result of their responsibility for this constructive program, the radicals became coöperative and conservative. Teachers and pupils became bound together by their mutual helpfulness and confidence. And the alumni and school community responded to this new spirit in the school by supporting all school affairs as they had not done for some years. The Athletic Committee of the School Committee held no meeting after November, 1908, because the members were satisfied that teachers and pupils would work out their problems better without supervision.

Such a modification as the one just cited was made much easier because, at the same time that it was being undertaken, the high schools of nearby towns and cities, the natural rivals, were also insisting on eligibility of players on their own teams and asking lists of eligible players of school principals of opposing teams. This general requirement among high schools was partly a contributing cause and partly the outgrowth of the formation of school "leagues." Earlier leagues had been made up of larger schools which adopted uniform eligibility rules and declined to play any teams the standing of the members of which was not vouched for by the school principal or his representative.

Since 1910 the league plan has been extended until even in rural sections whole counties are bound together in one association which arranges definite schedules for all major sports, determines the size of guarantees or travel allowances, crystallizes popular interest and creates public confidence, and dignifies the award of cup or shield or banner for



championships. Indeed the units may be larger than the county—the secondary schools of the whole state of Illinois are bound together in an Athletic Association with a full-time state manager, employed by the Association.

Three shortcomings that may accompany the growing importance of league supervision are: (1) the avoidance of responsibility for decisions by the school councils which merely conform, (2) the too sudden enforcement of rigid eligibility rules resulting in bad spirit or loss of interest among the pupils, and (3) the stressing of inter-school athletics in a few major sports to the disadvantage of intra-school games in which nearly all pupils might participate, and of the minor or non-competitive sports that might be frequently of permanent significance to large numbers of pupils, such as hiking, handball, snow shoeing. Closely related to this third shortcoming is the subordination of girls' athletics, since these sports are not generally accepted on an inter-school basis.

The second of these points deserves some special comment. There must be general agreement that all members of school teams should be *bona fide* members of their schools. But to require an arbitrary scholastic average standing is open to some question. It is the intrusion of the schoolmaster attitude. The eligibility requirements may be so rigid and artificial as not to be in harmony with social ideals which prevail in the community at large. To represent a golf-club in a competition, or an athletic club on its bowling team or track team requires at most *bona fide* membership in the organization, but no extraneous requirements are set up. Now a reasonable effort to comply with

the school's requirements may properly be included under the broad term "*bona fide* membership," but a grade of 70 per cent. in Latin is surely an artificial demand on a football player, provided he is making reasonable effort in his school work. A citizenship or behavior standard for athletes would be a more reasonable basis for eligibility.

The control of athletics within the school is conventionally assigned to faculty members designated by the principal and officers of an athletic association, or to a committee elected by the association to act for it, in conference with the faculty's representatives. Sometimes, indeed, the association elects the faculty representatives as members of the committee or council that acts. Such councils generally have charge of all athletic funds, they sanction the expenditures of money (except for routine expenses for which managers may have petty-cash accounts), they approve playing schedules, recommend to the athletic association the inclusion of teams to be given recognition and support as major or minor sports; they award insignia either on recommendation of coaches and captains, or in accordance with some definite rule governing the number of games or designated contests in which the candidate has participated.

The major function of the council is to stimulate and give direction to the physical play of the school, and to focus public approval on those boys and girls who contribute to the welfare of the school community. In general the department of physical education should be represented on the council; but it is not exclusively their function; members of the council must be able to conceive of education as a creative social control.

In large high schools these functions may be divided among several councils. At the DeWitt Clinton High School, New York City, the Faculty Athletic Committee consists of five faculty members. The

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Athletic Department is a branch of the General Organization and its actions are controlled by this Faculty Athletic Committee which is appointed by the Principal.

"The Committee recommends appropriations for athletics only, and presents these to the Executive Council and the Board of Governors. The treasurer of the Athletic Department is assistant to the treasurer of the "G. O.," and keeps all accounts of financial transactions for athletics."

### Study Problems

1. DOES team work in football automatically make for good community participation? What guidance is necessary?

2. Do interscholastic games as compared with intra-school athletics make for better or worse school spirit? for greater democracy? for healthful and stimulating community interest in the school? If generally worse, can they be made better, or should intra-school athletics be encouraged? or both?

3. How should the athletic program be related to the school's general health program? to the school's clubs? to the activities of classes and of home-room groups? to council, curriculum, study marks, etc.?

4. How can pupils compete against their equals? against their own best past performances? Is there an ethical problem involved in athletic rivalry? What precautions does it call for? Give summary paragraphs for several best practices.

5. Are the social and athletic aspirations of pupils sometimes thwarted because of lack of success in algebra or Latin? Is this practice of determining eligibility to play football by the pupil's ability or effort in academic subjects sound? Does it tend to make pupils more interested in history and rhetoric? Does it increase the pupils' affection for their aca-



demic teachers? Does it really work for better school morale?

6. Criticize the practice in a New Jersey Interscholastic League whereby any pupil certified to be a *bona fide* member of the school and who has carried successfully at least fifteen points of work during the previous half-year is declared eligible for the semester. He is assured the right to represent the school for the whole baseball or football season.

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## CHAPTER VIII

### Creative Control Through Clubs and Societies

"I believe that the only way to make the child conscious of his social heritage is to enable him to perform those fundamental types of activity which make civilization what it is.

"I believe, therefore, in the so-called expressive or constructive activities as the centre of correlation.

"I believe . . . that they represent, as types, fundamental forms of social activity; and that it is possible and desirable that the child's introduction into the more formal subjects of the curriculum be through the medium of these activities."<sup>1</sup>

Expressive and constructive activities appear in adolescent life almost spontaneously. When such activities assume a somewhat definite organization in character, they are known as clubs or societies. Progressive high schools everywhere are now fostering such organizations. But less often are they exploited as centres about which to correlate the rest of the pupils' educative programs.

Organized athletic teams and clubs, groups collected for singing or instrumental music, debating and literary societies, dormitory life and other forms of association typical of secondary schools have implied a toleration and encouragement by school faculties of opportunities wherein pupils have developed many attitudes, habits, and skills that promote health, coöperation, and healthful recreation.

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<sup>1</sup>Dewey, John: *My Pedagogic Creed*. E. L. Kellogg and Co., 1897, page 11.



A frank, positive approach to the problem has characterized progressive schools in the last quarter-century, and this trend has been markedly accelerated since the junior high school movement has gained headway. Alert teachers have participated and sometimes led in the club-life of pupils; they have sponsored debating societies; they have coached dramatics and athletics; they have directed orchestras and glee clubs, they have encouraged mathematics, Latin, history, and similar clubs.

**Voluntary Clubs Avoid the Artificiality of Class Procedures.**—Clubs have some advantages over other forms of student activities. They are generally characterized by a spontaneity sometimes lacking even in athletic games; they exploit the individual differences of interests and even the individual modes of expression of similar interests. Clubs frequently lack the purposeful direction typical of advisory groups, and they seldom develop the do-or-die spirit and boisterous enthusiasm of athletic games. Nevertheless, there is more adaptability in a club program, it can be more gradually developed, it is effective even though not participated in by all pupils. No member of a voluntary club is compelled to continue as a member if he is not happy in its membership—hence, a more homogeneous group of members results which grows into a social inheritance of enthusiasms and ideas characteristic of the current movements in the field. “The social inheritance of ideas and emotions to which the individual is submitted from infancy is more important than the tendencies physically trans-

mitted from parent to child.”<sup>2</sup> School clubs permit the pupils to submit themselves to a self-selected environment of ideas and emotions. To an extent not approachable in classes or in home-rooms, except by great skill and rare good fortune, pupils in a voluntary club environment are eager at all times to take active part in the club’s program, and they are receptive even when not actively engaged in the proceedings.

In the club, too, the project and the socialized recitations become realities without any artificial stimulus and without any wrench to preconceptions. Since the group has come together to prepare a cantata, or to debate a question of Foreign Policy, or to experiment with forms of resistance coils, or to read short stories, the project is almost self-starting and self-directed. It needs only the wise unobtrusive guidance of an intelligent leader for club members to practice the traits significant in cultural, vocational, and civic life, and for each one to find the development of these attitudes, habits, and knowledges of great satisfaction to himself and approved by his club mates—his “interest-group.”

The following description of the Camera Club of Western High School, Baltimore, Maryland, gives a good picture of a typical successful voluntary club of a senior high school:

“Our Western High School Camera Club, which was started in 1917, is composed each year of about fifty physics pupils, mainly in their third year.

“The aims of our Club are as follows:

1. To teach the girls to take and print good pictures.
2. To furnish the school with pictures of school interest.

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<sup>2</sup>Bury: *The Idea of Progress*. London, Macmillan, 1920, pp. 166-167. (Quoted in *Kilpatrick’s Source Book in Philosophy of Education*, p. 31.)

3. To provide each year a Goucher College Scholarship, through the sale of our pictures.

"We have meetings once a month in school to learn how to use the kodak, how to take indoor pictures, how to pose individuals and groups for snap-shots, how to trim and mount pictures, etc. Sometimes we throw pictures on the screen, for discussion, in an effort to cultivate artistic appreciation.

"We go on hikes in the fall and spring and on one snow-hike, where we may practice picture taking in the open. The final spring hike includes supper cooked over a fire.

"Sometimes during the year contests are held and prizes awarded for the 'best indoor picture,' the 'best snow scene,' etc. The winning picture in our snow scene contest last winter was used as the frontispiece in 'Westward Ho,' our school magazine.

"We own a camera which takes a 5x7 picture. With this we take views of interest to the school. Three of our best sellers are our photographs of the school, of Doctor Becker, and of the faculty. Pictures of the plays, of the orchestra and clubs, of the basketball and hockey teams are eagerly purchased, as well as pictures of individual class groups.

"The officers of the Club include the president, the secretary, a chief salesman with an assistant for each floor, a hike chairman and a poster chairman.

"The girls thoroughly enjoy the work in our dark-room, and there are always excited 'ohs' and 'ahs' when the beginner sees her first picture 'come up' in the developer. It always seems to her like a bit of magic.

"Some of the girls devote more time to photography than others, and become skilled in printing. Although we do not aim to turn out professionals, we feel that the Camera Club is quite an enjoyable and worth-while extra-curricular activity."<sup>a</sup>

**Should Club Membership Be Compulsory?**—In senior high schools and four-year high schools, membership in clubs is generally voluntary; many pupils do not avail themselves of the privilege of club membership at all. However, it is clear that schools which have deliberately planned to enrich the club opportunities and which have made the times of meeting

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<sup>a</sup> Mullikin, Mary H.: "The Camera Club of the Western High School." *Baltimore Bulletin of Education*, vol. IV, No. 6, Feb., 1926.



convenient have succeeded in enrolling very large numbers in some club and society.

Because junior high school administrators have believed in the value of clubs for all pupils and because the younger children do not resist efforts to move them about "*en bloc*," club membership has been made compulsory in a number of the most successful junior high schools of the country. Indeed, in the Holmes Junior High School, Philadelphia, each pupil must belong to three clubs. Some of these compulsory clubs are study-recitations in type, especially the restoratory and preventive clubs, in which pupils who have failed or are in danger of failing are coached. The last periods on Monday, Tuesday, and Thursday are reserved for meetings for enrichment, vocational, and recreational clubs, and for the remedial groups and civic organizations. There are six newspaper clubs, two guidance clubs, five public speaking and dramatic clubs, five cultural clubs, three foreign language clubs, fourteen science clubs, five social studies clubs, seven mathematics clubs, five art clubs, three music clubs, six mechanic arts clubs, five home economic clubs, six physical education clubs, and two social and ethical trainings clubs.<sup>4</sup>

It would seem, however, that something is lost whenever an activity which is so much a voluntary and individual matter in actual life is made compulsory. Indeed, experience at some successful schools has shown that requirement is unnecessary.

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<sup>4</sup>The philosophy underlying the development of clubs at Holmes Junior High School, and the scope of each one of these many clubs is explained in full in Chapters XIV-XV of *Junior High School Life* by Thomas-Tindal and Myers, Macmillan, 1925.

At Blewett Junior High School in 1919, club membership was voluntary. The aim of the school was to have all pupils enrolled in one extra-curricular activity. This led to the formation of thirty-four clubs, all of which met at the final class period each Tuesday, which became for this purpose a seven-period day. The meeting generally continued beyond the time for dismissing school. Each of the six regular recitation periods of the day was shortened sufficiently so as to provide a full hour for club work. Membership in one of these clubs was required with this interesting alternative; a pupil might elect to spend the period in a study-room at work upon his lessons. About fifty pupils chose the alternative. Each club had a teacher who acted as sponsor, who kept a guiding hand upon all its activities. Records of attendance were kept, and regular attendance as in all classes was required.

The work of all the various clubs correlated directly or indirectly with subjects of study in the regular curriculum. The following grouping of clubs shows their most direct correlation:

- |                          |                           |
|--------------------------|---------------------------|
| 1. English:              | Know St. Louis Club       |
| Blewett Literary Society | Stamp Club                |
| Dramatic Club            | Travelers' Club           |
| Expression Club          | 4. Commercial:            |
| Library Club             | Typists' Club             |
| Reporters' Club          | Young Business Men's Club |
| Story Writers' Club      | 5. Science:               |
| Social Hour Club         | Agriculture Club          |
| 2. Languages:            | Garden Club               |
| French Club              | Junior Experimenters      |
| Latin Club               | Nature Club               |
| Spanish Club             | Bird Club                 |
| 3. Social Studies:       | Star Study Club           |
| Know Missouri Club       |                           |

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|--|--|
| <p>6. Practical Arts:</p> <ul style="list-style-type: none"> <li>Art Club</li> <li>Cooking Club</li> <li>Gas Engine Club</li> <li>Girls' Manual Training Club</li> <li>Boys' Manual Training Club</li> <li>Mechanical Drawing Club</li> <li>Needle Craft Club</li> <li>Printers' Club</li> </ul> | <p>7. Music.</p> <ul style="list-style-type: none"> <li>Fife, Drum, and Bugle Corps</li> <li>Girls' Glee Club</li> <li>Orchestra</li> </ul> <p>8. Physical Training:</p> <ul style="list-style-type: none"> <li>Girls' Basketball Club</li> <li>Boys' Basketball Club</li> <li>Hiking Club</li> <li>Outdoor Sports Club</li> </ul> |
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**Secret Societies Provide Difficult Problems in Senior High Schools.**—Not only was the students' part in the club wholly voluntary, but also the teacher's. Without exception sponsors volunteered their services for a club doing work in which they were personally interested. In many cases they helped plan and organize the association, and were as much interested in its growth as any of the student members. Sometimes two teachers were associated in the work of one club. This was usually the case in organizations that had a large membership. Perhaps the chief factor in securing coöperation of teacher and pupil was the perfect freedom given to both in selecting the particular club in which they wished to work. The result was a spontaneous enthusiasm that secured genuine progress. Chief among the important by-products of the club work was the development of a fine school morale, everywhere evident. Scarcely less valuable also was the development of initiative and leadership. These benefits were due to the fact that the pupils chose their own officers, made their own programs, and spoke and acted freely for the society.<sup>5</sup>

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<sup>5</sup> Lyman, R. L.: "The Ben Blewett Junior High School, St. Louis, Missouri." *School Review*, vol. XXVIII, Nos. 1 and 2, Jan. and Feb., 1920. Reprinted in Lyman-Cox: *Junior High School Practices*.



Voluntary membership parallels the conditions of club life outside the school. Compulsory membership in church or library or art club or fraternal society is scarcely desirable in adult life nor in extra-school life of children. In school it is neither desirable nor necessary. "Like-minded, adolescent pupils want to belong to a club that is their very own," says Fretwell. "It follows," he continues, "that it is the business of the school through its organization, through faculty advisers, and through favorable public opinion, to make desirable and possible these clubs that are increasingly worth while."

Junior high schools are not frequently plagued with the problem of secret fraternities and sororities, though in communities where the senior high school fraternities are active, junior high school girls sometimes attend senior high school fraternity social functions, and junior high school boys are often "pledged" to high school fraternities, and sometimes initiated. But only an occasional flare-up, generally unconnected with the school itself, serves to make the junior high school aware that the fraternity and sorority problem might become a vexing one if the school should fail to satisfy the gregarious impulses by means of a constructive social program.

In four year high schools, however, the fraternity and sorority problem is not easily supplanted. It has developed partly as mere imitation of college customs; but to assume that it is not a normal institution for boys and girls of high school age is to misunderstand human motives and human institutions. There is no intention to condone the excesses that go on under the screen of secrecy. It is true that drinking, gam-

bling, and other deleterious time-consuming and energy-wasting activities are thus promoted. Fraternity influence in school politics and in such general social affairs as parties, receptions, and fraternity group-truancies and breaches of discipline are not uncommon. The snobbishness and class distinctions are sometimes, but not by any means always, intensified by fraternity and sorority selections for memberships, and clique activities.

One must realize, however, that boys and girls are being educated for better or worse by many other agencies besides the school. If parents or older brothers and sisters are snobs and "social climbers," then it will be difficult for boys and girls not to seek membership in an "exclusive set." If every fashion magazine, moving picture, and many books identify success and honored position with expensive dress, motor cars, general sophistication concerning the customs and attitudes of adults, then it would be quite unnatural if many of the boys and girls should not welcome and even seek opportunities to mingle with cliques of young snobs supposedly acquainted with these adventures, stylishly dressed, and driving their own cars.

No senior high school can expect entirely to overcome these human traits. Intelligently conducted schools, however, have sometimes succeeded in decreasing or attenuating such difficulties as arise within the school from the behavior complexes of young women of financially successful though culturally impoverished families.

The fraternity problem has sometimes been rather stupidly met by mere opposition—ukase, regulation,

or legislation. If no positive program is undertaken for the development of a school spirit and of opportunities for expression of desirable social reactions, and for promoting parental coöperation, opposition is relatively futile. It gives only another reason for secrecy; school discipline then furnishes the fraternities an objective on which to focus certain adventures and experiments.

In Lincoln, Nebraska, the Superintendent of Schools and the Principal of the High School carried through a successful "head-on" opposition to stamp out or at least to drive entirely out of school all obvious fraternity and sorority activities. In order to convince parents and public of the desirability of the suppression of the secret societies, data were tabulated for all the secret-society members and for an equal number of non-secret-society members selected by taking the records of every fifth non-secret-society member from an alphabetical list. The statistics for one school year when secret societies were flourishing follows:

" The secret-society members were tardy .....	802 times
While the non-members were tardy only .....	412 times
The secret-society members were absent .....	1,386 times
While the non-members were absent only .....	1,085 times
The secret-society members failed of passing in	102 studies
While the non-members failed of passing in ....	48 studies
The secret-society members made a mark of 90 per cent. or more in only .....	96 studies
While the non-members made a mark of 90 per cent. or more in .....	152 studies

In this connection the scholarship records made by those of these same pupils who remained in school one year after the social life of the school had been organized on a democratic basis are interesting.

The former secret-society members made marks of 90 per cent. or more in 32 per cent. of their studies as against 19 per cent. the



previous year. The non-member group made marks of 90 per cent. or more in 45 per cent. of their studies as against 29 per cent. the previous year.”<sup>a</sup>

The constructive program of reorganization of the social life of “a large high school in the Middle West” (presumably Lincoln, Nebraska), is explained by Pickell as follows:

“When the community and the board of education through propaganda had become aroused to the state of affairs, action was taken by the board abolishing these organizations from the school. This action was not taken, however, until the pupils had been prepared for the inevitable step. A demand for purposeful clubs should be developed as far as possible before formal action is taken against fraternities. In some schools formal action has not been necessary to remove secret societies. They have died from lack of interest because of the dominance of the spirit of purposeful clubs. Immediately following the action of the board the faculty formulated and announced to the pupils and the community their policy looking to the formation of new clubs and activities.

The regulations announced provide:

1. That membership in student organizations shall be open to all pupils on the same basis.
2. That membership shall be determined by the work and purpose of the club in accordance with the rules set up by the society and approved by the student-affairs committee.
3. That all meetings shall be held in the high school building.
4. That all organizations shall contribute, in some way, to one of the objectives of secondary education.
5. That all meetings shall be sponsored by high school teachers.
6. That all bills shall be audited by the financial board of control.
7. That no student shall belong to more than one society other than his class organization, unless he meet, at least, the eligibility requirement in scholarship of the athletic association.
8. That members, upon severing their connection with the school, shall cease to be members of high school organizations in exactly the same manner as one ceases to be a member of a class organization.
9. That any pupil or group of pupils wishing to apply for permission to form a new club should arrange for a conference with the

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<sup>a</sup> Johnston, Newlon, Pickell: *Junior Senior H. S. Administration*. Scribner's, p. 263, 1922.

student-affairs committee by seeing the principal and filling out the application blank.

"The reaction of the pupils to the constructive policy initiated is interesting. The presidents of the exclusive girls' societies, which, in one or two instances, had been in the school for twenty years, were called into the principal's office for a conference at the time the societies were abolished. They welcomed the opportunity to take part in the new program of activities in which all girls of the school had been invited to join. Some of these same girls who had not, as a rule, associated with those outside of their group, were among the very first to "big sister" the timid, incoming freshman girls. These girls not only entered into the work of newly organized, purposeful, democratic clubs, but they helped to initiate them. The presidents of the boys' societies admitted that their societies were undemocratic. One president stated that he had no desire to remain longer in his organization and that he had expected to withdraw even though the school permitted the societies to continue. Some of the leaders in the former fraternity groups entered whole-heartedly into the formation of worthy societies which were organized on a democratic basis.

"The response of the student body generally was spontaneous and genuine. With the exception of one fraternity group, which for a time continued its activities in a clandestine manner, the fraternities satisfied the board as to their conduct. The vast majority of pupils entered into the spirit of the new activities, and by the end of the first year many purposeful organizations were in operation. Through these organizations and their activities, practically every pupil in the school was participating in some way in the social activities of the school.

"An exclusive dramatic society was replaced by a democratic one, and so many applied for membership that a waiting list had to be arranged. The new society had a purpose, and for the first time its membership was generally open to pupils having dramatic ability. The candidates for membership could not be "blackballed" by fellow pupils, and those who had ability could be sure of acceptance into the society. Exclusive debating societies were replaced by a real discussion club that immediately had a membership as large as that of those replaced. Other examples of constructiveness in handling the social activities of the school, such as the initiation of a writers' club, all girls' league, a music club, the student council, a nature-study club, a chemistry club, and the girls' athletic association, should also be mentioned. Membership in these clubs was based solely upon merit and the interest of the pupil in the work of the particular club or society.

"It is significant that the new program of social activities re-

sulted in the elimination of undesirable clubs and societies and the initiation of worthy ones without serious conflict of purpose between the faculty and student body. This fact demonstrates that there is a demand in our secondary schools for a democratic, purposeful organization of the social life of the student body.”<sup>1</sup>

In Malden, Massachusetts, there existed prior to 1905, two or more high school fraternities and two sororities, which carried on more or less exciting extra-school activities. Snobbery was not, however, a prevailing sin of these societies. The fraternities did, however, interfere with school elections of all sorts, and were frequently the focusing points for breaches of discipline. Pupils, alumni, and parents had great confidence in one teacher who had a talent for challenging pupils on the basis of their own *mores*. When this man, Thornton Jenkins, became principal of the High School he succeeded in making the fraternity members feel that they were responsible for the good name and success of the school. So skilfully did he handle the situation that there has not in fifteen years been any significant difficulty due to fraternity and sorority activities; instead, graduates now influential members of the community have become the staunchest backers of the high school's efforts to serve the community. Indeed, one or more members of the school faculty are now members of each of the boys' fraternities. In this case it is to be noted, club life and student activities had not waned in the school with the coming of the fraternities; it was to control the literary society, the athletic association, the class elections, that the fraternities competed with each other. Whatever the disadvantages of the activities

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<sup>1</sup> *Ibid.*, p. 267 ff.



for non-members of the fraternities, their political activities led to the assumption of responsibilities and hence they were in a position to listen to the type of appeal that Mr. Jenkins made.

**Significance of Social Service Clubs.**—In addition to the usual clubs, and to secret fraternities, there are found in many schools a number of societies that have relationships to out-of-school institutions. Such an organization is the Hi-Y society, promoted by the Y. M. C. A., among boys who are church members and who are expected to live clean lives and to be helpful to others; this organization gives mutual support to these earnest individuals and promotes a feeling of responsibility for the welfare of pupils who are in need of friendship and guidance. The Hi-Y is alleged sometimes to degenerate into a priggish unattractive group of young Pharisees; but that is apparently unusual.

Similarly there is the Tawasi Club of the Hartford Public High School, made up of girls who are willing to be "friends and helpers" to other girls. This club is paralleled in the same high school by the Boys' Club which, like the Hi-Y, "promotes and upholds clean living, clean speech, clean athletics, clean scholarship, and good fellowship." The Boys' League and the Girls' Club are formed in some schools; their purposes are like those of the Hi-Y and the Tawasi.

Student Aid Clubs were found by Rohrbach in forty-seven schools promoting welfare work in home-rooms and in the community:

"Where the club exists, each home-room has a student aid scout. If students are absent several days, they are investigated and if sick they are cheered by letters and visitations from members of the group.

If illness is prolonged or if they are confined to a hospital they are presented with reading material, fruit, flowers, and the like. Students who through such illness become deficient in their work are helped by the club. Those who have experienced sorrow in their homes are comforted and sympathetically helped in every possible manner. Freshmen are welcomed and acclimated. Visitors are received and entertained until they are introduced to the proper school officials. At various times of the year, particularly during the Yuletide season, the philanthropic work enlarges and the club prepares or buys and distributes food, toys, clothing, and books to the needy and unfortunate children of the community; especially in the families which have students in the school, and the charitable institutions or the hospitals."

Rohrbach also speaks of the first-aid club:

"This club may or may not participate in the management of the school. Its participation is very definite and desirable in all schools which do not have a full time school nurse on duty. In schools where such nursing service is not in evidence the First Aid Girls have charge of the First Aid, Comfort, or Emergency Room, being scheduled by the club for duty during vacant periods. If a girl in the school needs attention they will take care of her and if no patients are on hand they will study. Boys who are hurt or who feel ill may come to the club for emergency treatment. The club is appreciated, both by the student body and the faculty, wherever it exists because it functions well."<sup>8</sup>

The Central Committee of Central High School, Omaha, Nebraska, is a large girls' club, interested both in welfare work and in coöperation with the administrative officers of the school.

**Increasing Prominence of Honor Societies.**—Somewhat akin to these clubs which purpose to raise the moral tone of the schools are the honor organizations, by which school officers seek to make the students conscious of the types of pupils that school people would prefer to honor.

There are several well-established honor societies.

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<sup>8</sup> Rohrbach, Q. A. W.: *Non-Athletic Activities in the Secondary School*, pp. 138-139, Westbrook and Co., 1925.

The Cum Laude Society of 42 chapters (all but five of them in private schools) bases its membership almost entirely on scholarship. The Arista Society (26 chapters) of the New York City High Schools is supplemented by the Junior Arista to spread the possibility of attaining the distinction over the entire student body. Its members are selected from the Junior and Senior classes on the basis of moral and social qualities as well as scholarship; eligibility lists are prepared by faculty-members, the "Senate;" from these lists elections are made by the student-members, the "Assembly."

The California Scholarship Federation (38 chapters) "aims to appreciate, evaluate, and give recognition to scholastic attainment and the point score which students earn through participation in school activities." Students once elected, may and frequently do forfeit membership for not obtaining honor rank in succeeding semesters; if they retain membership "for eleven quarters, two of which are in the senior year and one of these in the last quarter year," the honor scholarship seal is imprinted upon their graduation diplomas.

This federation is an outgrowth of the Minervian Society of the Los Angeles High Schools, which has had an even more interesting "off-spring"—the Ephoebian Society, an honorary graduate society for the discussion of questions confronting the schools.

One Ephoebian is chosen for every forty members of a class on the basis of scholarship, character, and leadership. The society holds an annual banquet, and is "doing significant work in supporting administra-



tive policies for the welfare of the high schools;" it also functions in benevolent and charitable work.

Most important, however, is the National Honor Society for Secondary Schools of over three hundred chapters sponsored by the National Association of Secondary School Principals. Chapters in the organization are installed only in public high schools accredited by the various college and secondary school associations. The society seeks to hold before the school through its membership, such motives, as will create an enthusiasm for scholarship, stimulate a desire to render service, promote leadership, and develop character in the students.

"Membership in any chapter shall be based on scholarship, service, leadership, and character.

"Candidates eligible to membership in a chapter of this organization shall have a scholarship rank in the first fourth of their respective classes.

"To be eligible for membership the student must have spent at least one year in the secondary school electing such student.

"Not more than 15 per cent. of any senior or graduating class shall be elected to membership in a chapter.

"The election of not more than 5 per cent. of the 11A class may take place during the last month of the sixth semester. The election of not more than 10 per cent. may take place before the end of the seventh semester. The remainder may be chosen during the eighth or last semester before graduation."

The definitions of service, leadership, and character adopted by the National Committee are rather specific, and due to their inherent relation to student activities, they are listed here:

**Service:**

"(1) A willingness to render cheerfully and enthusiastically any service to the school whenever called upon.

"(2) A willingness to do thoroughly any assigned service in school procedure or student government, such as acting as proctor, citizenship

committee-man, or serving voluntarily on the staff of the school publication, etc.

"(3) A readiness to show courtesy to visitors by acting as guide, selling tickets, looking after concessions, acting as big brother or sister to under-classmen or assisting students behind in their work.

"(4) A willingness to offer oneself as a representative of his class or school in inter-class or inter-scholastic competition.

"(5) A willingness to uphold scholarship and maintain a loyal school attitude.

"(6) A willingness to render any other worthwhile service to the school or through the school to the community.

#### **Leadership:**

"(1) Demonstrating a degree of initiative in the classroom activities which leads to a higher scholarship for all.

"(2) Showing initiative in promoting any high school activities.

"(3) Successfully holding offices, committee chairmanships, and other positions of responsibility.

"(4) Contributing ideas which may be incorporated in the civic life of the school.

"(5) Exerting a type of leadership which actively and wholesomely influences toward a fine leadership.

#### **Character:**

"(1) By meeting his individual obligations to the school promptly and completely.

"(2) By demonstrating an honest spirit in his class work, and a spirit of cordiality and sincerity toward his teachers and student associates.

"(3) By actively helping to rid the school of bad influences of environment.

"(4) By upholding the ideals of the Christian organizations of the school whenever occasion affords opportunity.

"(5) By constantly demonstrating such qualities of personality—honesty, reliability, promptness, achievement, and morality—as are indispensable to the finest young manhood and womanhood.

"Initiation into the National Honor Society is a simple, significant, and dignified public ceremonial. The mystic, mysterious, and secret aspects are banned. The initiations are held in the high school auditorium, community hall, or theater where students, parents, and friends are charmed to see the worthy rewarded. At this time the emblem, a keystone and a flaming torch, the former bearing at its base the letters S. L. C. E. is explained and presented. The ritual not being secret, the writer has the sanction to make a survey of the initiation.

"As the Keystone is placed by the builder to hold the perfect

arch in perpetual stability, so the structure of our education must be held firm and true to the purposes of life by the virtues represented in this symbol. *Scholarship* is the power of the mind to dispel ignorance and superstition through the scientific investigation of truth. *Leadership* is the power of personality that blazes the trail for man's upward climb. *Character*, the composite of all common virtues, sets the seal of righteousness upon our every endeavor. *Service* is the beginning and end of our education, the altar of altruism from which God's blessings to man have been vouchsafed.

"The Torch is the emblem of our purpose. To bear forward the searching light of truth, to lead that others may follow in the light, to keep burning in our school a high ambition for the enduring values of life, and to serve these purposes are symbolized in the torch.

"The Pledge.

"I pledge myself to uphold the high purposes of this society to which I have been elected, striving in every way, by word and deed, to make its ideals the ideals of my school.

"Under similar circumstances and for similar purposes as the Junior Arista Society, the Junior Honor Society is coming into play in high schools which have a chapter in the National Honor Society. Probably one of the most typical and indeed the first Junior Honor Society to be organized, is functioning in the Central High School, Omaha, Nebraska. The idea of the Junior society also is springing up in private schools which have chapters in the Cum Laude Society. Thus, in the Lawrenceville Academy, Lawrenceville, N. J., the winning of a 'First Testimonial,' open to all the forms below the fifth form, is exactly on the same basis as membership in Cum Laude in the fifth form. Secondary school heads who have an honor society in the upper years feel that it is sound practice to have a potential honor organization in every year group in the school."<sup>9</sup>

**The Value of Scout Organization in Junior High School.**--Among the junior high school pupils, the Boy Scouts, the Girl Scouts and the Camp Fire Girls very frequently work in very close coöperation with the schools. Meetings are sometimes held in the school building, and occasionally troops are formed in connection with the schools. In 1919 there were, indeed, 1942 troops connected with public schools and 170 troops connected with private schools.

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<sup>9</sup> *Ibid*, pp. 148-150.



Older scouts are frequently prominent and worthy members of senior high school organizations, but, except for sea-scout "ships," the scout organization enthusiasm has generally passed by the time the boy reaches senior high school.

The educational programs of both Boy and Girl Scout organizations closely parallel and reënforce that of the junior high school. It consists of purposeful and positive activities of service and of accomplishment. The same is true of the Camp Fire Girls' organization, which differs from the Girl Scouts in its use of a very rich symbolism and imaginative beauty and romance and self-decoration, rather than the practical, almost boyish, dress and activities of the Girl Scouts. All three organizations have grades to be earned and honors to be gained. And in all three organizations school success and attitude toward their school-work are important elements in earning the coveted ranks.

Alert sponsors of science, mathematics, and literary classes and clubs of the high schools frequently incorporate in their own work with pupils, much of the work that leads to the merit badges and other honors in Scout and Camp Fire organizations.

In 1919, merit badge pamphlets issued by the Boy Scouts of America, 60 in number, included such subjects as the following: cooking, path-finding, photography, seamanship, book-keeping, botany, bird study, forestry, conservation, taxidermy, automobilism, electricity, wireless, first aid, public health, plumbing, surveying, astronomy, business, architecture, and many other topics of vital interest to junior high school teachers. Similarly, though not to the same extent,

the activity and merit-badge (or thong and stole honors) of the girls' organizations offer great opportunities of which junior high school teachers too seldom take advantage. The case of a little friend of the writer is of too frequent occurrence. This little girl sits in a sewing class in a very serviceable and useful dress which she made for herself as a Girl Scout project and "learns to hem" in school, and again she "learns to make cocoa" who has made cocoa for years as well as prepared her father's meals for him from the time she was nine years of age!

### Club Membership Should be Voluntary

Since club activities are assumed to be an expression of the strong interests and impulses of adolescents and since it is important to give opportunities for them to find outlets for their varying moods in group undertakings, there should be as complete liberty as possible in the choice of clubs and in changing clubs when new interests appear or old ones wane. Some schools advise or even prescribe that pupils change clubs every semester.<sup>10</sup> This plan seems arbitrary, however, since the hobbies of many children of high school age are well established, and in such cases continuity should be permitted and encouraged.

The needs for club opportunities are inherent in every secondary institution, and a little encouragement on the part of the school brings out some teachers and pupil-groups who will organize about some interests common to the groups. It is not advisable to set forth a pattern for organization; the

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<sup>10</sup> Cf. Little Rock, Ark., *Outlines in Extra-Curricular Activities*, p. 45. The same general rule for club changes each half-year is followed at the Mount Vernon, N. Y., High School.

organization will naturally differ in accordance with the need and purposes of the clubs. A debating society will probably have a parliamentary organization and will conduct formal meetings, whereas a stamp club would be relatively informal, and a hiking club might have only a very meagre organization. The only general rule that the writer would be willing to urge is that the sponsor attempt to assume the rôle of club-member, that he obtrude himself into the proceedings as little as possible, and that he impose his will on the group only when a very critical situation arises.

If a club is successful, its enthusiasm is contagious and not only does the membership of the club increase, but also other groups of pupils will, if encouraged to do so, take the initiative in the formation of similar clubs and in seeking out unattached teachers to act as sponsors or advisers. When the club program is permitted to grow without unnecessary restrictions or impositions of regulations, the pupils are eager to participate, to sacrifice their selfish whims for the success of the clubs which they themselves have created.

In some schools the principal himself acts as club director; more frequently a faculty member or a faculty committee is given the responsibility for registering and checking up on the activities of the clubs. Frequently the student councils (or corresponding bodies) grant charters to clubs that petition for the right to organize. While the latter plan has certain dramatic values, and while it doubtless parallels certain functions of congresses or legislatures, there is danger that it may become just a matter of routine, that it will lack in reality, since a Council



would be loath to refuse a charter for any properly sponsored club.

**Recommended Procedures.**—After a club program has developed without hurry until a great majority of the pupils have joined voluntarily some club, and the teachers generally have come to feel the value of the relatively informal friendliness of club life, the school can safely install a scheduled procedure, based on the assumption that nearly all pupils and most of the teachers will wish to enroll in some club.

When this time comes the principal may very well appoint a faculty committee on clubs. Such a committee would prepare bulletins which would serve as a basis for the discussion by the home-room groups of the kinds and purposes of clubs and of the possibilities for pupils' choices of the kinds of activities in which they wish to engage. (From lists of available clubs the pupils in consultation with the home-room teacher would make first, second, and third choices, and these would be tabulated by the faculty committee. When the lists have been made up respecting the pupil's choice so far as is possible, they will be duplicated and sent both to the home-room teacher and to the club sponsor so that a careful check on attendance may be kept. By this plan pupils would become members of clubs in which they have a peculiar interest.<sup>11</sup> They would be less likely to be influenced by choices of their associates. It must be pointed out, however, that whenever this wholesale plan is adopted there is something lost in the spontaneity with which pupils select and support their clubs. Furthermore, in de-

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<sup>11</sup> Cf. Allen, C. F.: *Outlines in Extra-curricular Activities*, p. 46, Little Rock, Arkansas.

creasing the likelihood that a pupil will choose his club in order to be with his friends or a particular teacher-sponsor, the values of such friendships may thereby be lessened.

Within limits all clubs, as unit organizations, should enjoy autonomy regarding their programs and their internal organizations. If the club's activities involve considerable financial resources, as an orchestra very likely might, the means of raising money and its care and expenditure becomes a problem in which autonomy must be abridged, lest the temptation to extravagance be overpowering.

**Summary.**—The traditional educational scheme has tended to block training for personal enjoyment of living by the emphasis upon tasks; by the implied conviction that play, and even art, is an evil; by the selection of materials unrelated to child interest but presumably related to a future economic interest; by methods of teaching the art subjects (literature, the school arts, music, physical training) which arouse distaste; by methods of teaching other subjects (notably science, mathematics, history, and languages) that tends to diminish their appeal to wonder and interest.

A rich program of club and society life in the school is in line with the new conception of education which is gaining an important national and international following. It ranks the cultivation of the powers of enjoyment as one of the necessities of right living, of equal importance with training for self-maintenance and as a needed moral and uplifting force to present civilization.

Education, thus conceived, becomes largely a de-

velopment of natural creative powers. Its chief characteristics are: a belief in the wider creative possibilities of all children, particularly the young; a belief that education is simply an appreciation and an understanding of life and that it comes best through growth and may not be imposed arbitrarily from without; a belief that arbitrary authority, as such, has little place in education; a belief that only through the cultivation of the unique personality of each child may we equip the next generation for the amplest use of its leisure time.

### Study Problems

1. Is there a relation between breaches of discipline, ennui, and a dropping out of school, in the conventional 8-4 school, and the schools' failure to provide opportunities for the original tendencies of children of late pre-adolescence and early adolescence to express themselves in legitimate ways? If so, give illustrations. Write out a description of a concrete situation together with your constructive criticisms.

2. To what social, religious, political, educational, and other clubs do you belong? What ones serve as an antidote for your professional and economic interests? What ones supplement your major professional interests? What ones seem peculiarly suited to encourage you to express yourself as officer, speaker, committeeman, etc.? Do the clubs belonging to the last category arouse more enthusiasm than the others?

Is there a lesson to be drawn from your experience with clubs and societies for the development of clubs in the secondary schools?



3. Should credit toward promotion be allowed for active participation in club activities? If not, should any official recognition be given for it? What have been the practices at Holmes, Washington, Blewett? Do you approve the practices of the Bridgeport, Conn. High Schools where the honor diploma has inscribed on it the participation of the pupil in the school's social life?

4. List the clubs that you believe should be started in a newly organized school that you may describe. What steps, if any, would you take in the faculty, in the community, among the pupils, preliminary to such an organization of clubs? Outline such a program.

5. Is Foster's "sixth principle" (Extra-curricular Activities in the High School, page 8) that extra-curricular activities should have their foundation in most instances in curricular activities and should help motivate them, true for all clubs? If so, would this tend to broaden out the term curriculum to make it conform to Cox's definition—his first principle: The secondary school curriculum comprises activities and experiences provided by the community through the school to prepare all the normal children of early adolescence for participation in civil life, and to secure for every individual the maximum self-realization consonant with the welfare of the group? Consider the question in the light of the practices at Blewett, Washington, Holmes. In the light of the recommendations of the Pennsylvania State Department? How would you classify the "Leaders Club" at Speyer?<sup>12</sup>

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<sup>12</sup>Fretwell: "Education for Leadership." *Teachers College Record*, Vol. XX, pp. 324-352. Reprinted in Lyman-Cox: *Junior High School Practices*.

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## CHAPTER IX

### Creative Control Through Assemblies

FOR the experienced and critical observer, there is no other school activity that so adequately summarizes and illustrates the social attitudes and daily inter-relationships of principal, faculty and students as does the school assembly. On the other hand, there is no other device for "selling" a false interpretation of these attitudes and relationships to superficial or inexperienced observers, that is so potent or so subtly dishonest as the school assembly. For by means of sufficient coaching and drill, motivated by the chance for the pupils to "show off in public" the "spontaneities" of dramatized "school activities," there may be convincingly given to an uncritical audience an utterly false and essentially dishonest picture of the work and inter-relationships of the school.

Assemblies are sometimes coached in the same general manner and almost to the same degree as athletic teams are coached. But in athletics, the artificiality of the situation is perhaps justified by the fact of competition with other schools, the teams of which are coached; and, anyway, even the uninitiated praise or blame the coach for success or defeat; it is recognized that the players are to some degree puppets who, however great their natural athletic abilities, are merely performing habituated activities and tactics, originated or transmitted by the coach.

In assemblies, however, such coaching amounts to a suppression of individualism and crushes out the spontaneous expression and interpretation of school problems that are often found in the less "finished" but more genuine assemblies of braver and more vital schools. In such schools there appears to be greater confidence in adolescents and in audiences, a readiness to trust them to respond intelligently to the situations that may develop.

The temptation is great, however, to "put the best foot forward in assemblies," particularly if parents or other visitors are expected who might not understand that school children are not artists. The writer observed some years ago a "Foreign Language Assembly" in a private high school, that drew forth the most vociferous praise from many observers, because of the mastery of the language, the perfection of the pronunciation, and the grace of delivery on the part of the pupil performers. It was held that such success "proved" the adequacy of an adaptation of the "direct method" of teaching modern foreign languages. But to the sophisticated critics who pressed their inquiries, it was disclosed that all of the important speaking parts were assigned to pupils who had spoken French, or German, or Spanish since they were little children; in some cases they had learned the foreign tongue while living abroad; indeed, in some cases they had spoken German or French before they had learned English at all. Moreover, the singing parts were assigned in most cases to children of musical artists who received at home the "finishing touches" for the perfection of their renditions.

This may be an extreme case, but in spirit it is not



an isolated one. The school sponsors of such artificial "publicity" assemblies generally rationalize their methods by saying that a "high standard of performance" must be held up as an ideal. But whatever may be the artistic standard of such play-acting, the ethical standard and pedagogical standard of what amounts to a partnership of pupils and teachers to deceive an audience are false, and sometimes vicious.

An assembly observed in the Bayonne (N. J.) Junior High School, shortly after it was opened, gave the pupils' interpretation of how members of a home-room group might coöperate to present an assembly. The program opened with an essay explaining coöperation and participation in school life as conceived and sponsored by the group; this was followed by a dramatization of a boy's unsuccessful attempt to "sponge" on his class-mates to get his lessons done for him on the pretext of demanding coöperation. The rest of the program consisted of some twenty brief numbers permitting all, or nearly all, members of the group to contribute what they could to an assembly program. Songs, instrumental solos and duets, essays, school cheers, dances, acrobatics—varying from mediocre to excellent in quality—illustrated the pupils' resources and their readiness to contribute the best of whatever they had to give, for the assembly program of their group. Doubtless there had been teacher help and advice. It was obvious, however, that the performance had lost little of spontaneity and sincerity through rehearsals and meticulous criticisms. No pupil was denied the privilege of contributing his best because it was not artistically satisfactory.

However unsatisfactory such an assembly might

be if judged by the standard of a "finished" performance, its educational value was high. And the educational value is the only standard by which it is legitimate to judge a school function.

**Teachers Should Not Dominate Assembly Programs.**—Stripped of its veneer—and a rehearsed finish is but a veneer—the "perfected" assembly results in a sophisticated and cynical attitude on the part of pupils toward teachers, school, fellow-pupils, and public. Far better would be a return to the old principal and teacher type of assembly, with its speaking of pieces and teacher-conducted orchestras and glee clubs. It is at least honest; it does not pretend to illustrate pupil initiative.

It is not intended to imply that teachers should not be in evidence during assembly periods. The school is a coöperative endeavor of community leaders, teachers, pupils, and parents, and all of these groups should frequently have parts in the assembly programs. When the pupil community is engaged in presenting a program, however, it is surely desirable that teachers do not obtrude themselves unnecessarily. Pupil responsibility can only develop when pupils are permitted responsibility. The wise teacher or administrator will learn how to give direction to his pupils; by suggestions he will lead those pupils responsible for the tone of the school or for some aspect of its "life" to present positive constructive proposals for its improvement. Directly and indirectly teachers may get opportunities for tactful assistance in assembly activities and for encouragement of behavior that is worthy of the group's aspirations.

On many occasions, however, the teacher may well

take direct control of assemblies, but usually he will so conduct these meetings that a maximum of pupil participation will be promoted. Such teacher-directed assemblies are regularly used at the Holmes Junior High School in Philadelphia.

In this school the writer observed two assemblies in successive hours. In 9A History the teacher by use of a blackboard helped the pupils to organize their knowledge of the economic agencies—land, labor, manufacturing processes, capital, management—involved in the production of a lead-pencil. The three hundred pupils were seated so that the less able ones were in front. When a question was asked, those able to answer stood. When called upon they walked to the platform and utilizing the diagram on the blackboard showed how each agency contributed to the production of the graphite, the wood, the brass band, the rubber eraser, the stain, the distribution and sale. Some of the questions called for sufficient reflective thinking so that responses were not immediate and came from the brighter children further from the platform; some were simpler, so that responses were immediate and gave more opportunity for slower pupils to feel the glow of satisfaction in a contribution to the group's problem.<sup>1</sup>

In the next period, after announcing the topic for the next English assembly of the 8B grade, the teacher introduced a pupil chairman who conducted a debate between seven or eight girls delegated by the English sections to defend a proposal made by one of

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<sup>1</sup> An illuminating explanation and justification of such assemblies called "Grade Forums" may be found in Thomas-Tindal and Myers' *Junior High School Life*, Chapters XII-XIII.



the city papers for all-year use of school buildings, and the same number of boys delegated to oppose it.

While the mass of pupils participated actively and overtly only in the votes on the merits of the question and on the adequacy of the presentations, it was obvious that the emotional responses to the various aspects of the situation were complex. There was loyalty to the section representative as he spoke which was frequently coupled with hostility toward what the speaker was saying—particularly when winter vacations instead of summer vacations were proposed and defended. But on no occasion was there impoliteness to the speaker, though each speech was succeeded by a brief buzz of comment before the chairman announced the next speaker.

Sometimes for an appreciation assembly the teacher properly occupies the platform throughout the period, though the best appreciation assemblies observed by the writer have given opportunity for the audience to sing or to ask or answer questions. Even appreciation requires some chance for expression as well as impression, and a considerable number of pupils in an unselected group will probably be bored by listening to even exquisite music if long continued. This is less true of lantern-slides if changed frequently; if moving pictures are used, primary attention to the moving objects may be so intense that the pictures must be stopped when the speaker would gain attention to his comments.

A pointer which becomes a part of the picture as it designates things to be especially noted serves well to permit the speaker to gain attention to his comments. The appreciation lecture type of assembly in

art, music, literature, nature, for immature and unselected boys and girls is so difficult that it should be entrusted to only the most efficient speakers. It is not impossible of achievement, however; indeed, in the Danish Folk High Schools dealing with youth eighteen years of age and over, such lectures are a most significant instrument in developing appreciation of Danish folk-lore, literature, and landscape.

**The Place of the Assembly in the Life of the School.**—The school assembly implies attendance of the whole student body at one time. For certain general purposes such as “pep” meetings, graduations, Memorial Day exercises, or a chance to hear some famous speaker, such general assemblies are desirable. In small high schools they can be arranged frequently with relatively little demoralization of the school schedule. In large high schools they are, however, often not practical—partly because few schools have auditoriums large enough to accommodate all the pupils at one time, and partly because all class periods may not be identical. In the case of platoon or double shift arrangement in high schools, school assemblies are usually out of the question.

For many, perhaps most, purposes, however, there is something to be gained by having smaller, more homogeneous groups attend assembly, each grade by itself, or even certain club groups, e.g., musical clubs during club period. At Holmes Junior High School the week's assemblies are laid out so that each half grade has one subject-assembly each day (7th grades have two assemblies on one day; 9th grades have assemblies four days a week) as the following table shows:

Periods	1	2	3	4	5	6	7
Mon....	9A Eng.	9B Mus.	7B Eng.	7A Eng.	8A Eng.	7B Sci.	Story Hour Club Grade 7A
Tues....	8A Mus.	7A Mus.	7B Hist.	9A Hist.	8B Eng.	9B Hist.	Mus. Apprec. Club Grade 7A
Wed....	9A Math.	7A Sci.	8A Hist.	7B Mus.	8B Hist.	7A Mus.	(Pupils dismissed)
Thurs...	9A Mus.	8B Mus.	7B Eng.	9B Sci.	8A Sci.	7A Hist.	Travel Club Grade 7A
Fri.....	8A Mus.	7B Hist.	8B Sci.	7A Eng.	9B Eng.	8A Eng.	(All pupils in home- rooms for guidance)

At Blewett Junior High School, weekly assemblies have been generally arranged according to classes, though occasional assemblies have been planned during lunch time or club time according to other groupings. Occasionally all boys have gone to assemblies held for some special purposes, e.g., encouragement of athletics, or of respect for private property in the bicycle or locker rooms. Such assemblies have been called by the Blewett "B" Council, the Cabinet, the corridor officers, athletic team captains, and occasionally by the principal. Civics clubs or science clubs, having obtained an especially desirable speaker, or prepared a peculiarly inviting program have announced brief voluntary assemblies during lunch periods or club periods, or after school, sometimes charging a small admittance fee to defray expenses.

In most progressive junior high schools responsibility for the grade assemblies is fixed in the grade congress, a committee of which designates the home



rooms or clubs that are to have charge of each one. Sometimes a committee of the school council makes suggestions for improving assemblies or for new types of assemblies.

Pupils go to assembly exactly as people of culture go to a theatre; they walk in and sit down in whatever available seats seem most desirable to them, with due regard for the rights of others who enter later. They are under no compulsion not to talk until the program begins, and then courtesy restrains them.

The program that follows may perhaps be given by the pupils because it is entertaining, but the teacher-sponsors and the administrators see many educational values for many or all of the audience as well as for the pupils who give the assembly program. Some of the educational objectives of well directed student assemblies follow.

(1) Many pupils (and some teachers and visitors!) need to feel the pressure of an enlightened public opinion in order to be courteous to the performers and to the rest of the audience. If the impulse to make remarks or to laugh at unfortunate mistakes is once or several times squelched by the scorn of one's neighbors, it is likely to be more thoroughly restrained than would be the result of any teacher-kept order. Such a desirable community sentiment may well be built up through the home-room advisory periods (see Chapter V), and assembly programs themselves may occasionally be directed to this end. The principal or grade administrator, if he has a dramatic sense, may sometimes deal directly with violations, but only if it seems to him that the pupils are incapable of meeting the situation themselves.

(2) The success of this utilization of public opinion

will depend on the degree and kind of school spirit that has been built up through the total social program of the school. To this school spirit the assemblies contribute in a very important way. But as an instrument for encouraging school spirit, assemblies are somewhat like a two-edged sword. The very habit of expressing their spirit of intolerance for rudeness is all too likely to extend itself into a habit of expressing a spirit of intolerance for any departure from accepted behavior, or even from accepted opinions or accepted modes of dress.

A school spirit of a *considered intolerance* for those modes of behavior that are obviously detrimental to the welfare of the school is the ideal for which principal and teachers must strive. Under no circumstances should the spirit of intolerance be encouraged outside this narrow field; else, it is liable to develop into *mores* that result in a school-type, so rigid in its conceptions of right and wrong and so vigorous in praising the one or blaming the other, that no one will stop to question why or if it be wrong. Too often the treatment meted out to the offender against the rules of courtesy is also meted out to the boy who desires not to wear a school cap, or to a girl who prefers not to enter a poster-contest for Thrift Week, or to the pupil recently transferred from another high school who retains his loyalty for his former school when it meets his new school in a baseball game.

Podunk High School boys are honest, courteous, careful of school property, prompt, neat, clean of speech and mind, and guard their own and the community's health. So far, so good! And assemblies are a potent instrument for inculcating and indoctrinating these safe, standardized concepts. But the

crowd-mind cannot make meticulous distinctions. Assemblies are positively dangerous instruments for inculcating emotionalized mob-attitudes toward incorrect usages in language, toward modes of dress, or toward naturalization of foreigners, for intellectual judgments are subordinated to a Ku Klux Klan spirit of emotionalized intolerance toward whatever differs from the ready-made pattern.

(3) Assembly periods are successfully used to motivate curricular activities by giving successful pupils or groups opportunities for bringing their accomplishments to the attention of the pupils, teachers, and parents. Furthermore, assemblies tend to interest all pupils and the entire school community in the activities of certain clubs, classes, or councils that might otherwise be unappreciated. These are desirable outcomes, they promote the school's effort to become an ideal community in which, according to Dewey, the interests consciously shared should be as numerous and varied as possible, and that the interplay with other forms of association (other community groups—play groups, library, church, Scouts, etc.) shall be full and free.<sup>2</sup>

Even this form of activity lends itself to abuses, however. Thus, academic-minded school people sometimes unconsciously sponsor quite dishonest propaganda for Latin or mathematics by means of assemblies. Such assemblies tend to convince pupils about to make elections of subjects that the class-work of these subjects is typified by the charts of derivatives or making of graphs. To interest pupils in

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<sup>2</sup> Cf. Dewey, John: *Democracy and Education*, p. 96. Macmillan, 1916.



subjects or clubs of which they are not fully cognizant is a wholly desirable purpose for assembly programs, but it is short-sighted and harmful to pupils and subjects and clubs, if the glamor of assembly leads many recruits thoughtlessly to undertake work that they cannot do or for which they feel no real interest.

(4) A very valuable function of the assembly is to give opportunities for the school to focus its attention on boys and girls who practice in their daily lives the virtues that the school endeavors to promote. This is effective, however, only so long as the faculty pushes forward boys and girls who are acceptable to the student-body as positive contributors to the school's welfare. To superimpose or foist upon the school through assembly programs, namby-pamby bookworms will result in the discrediting of the assembly program, until it is somewhat of a disgrace to be in evidence in it.

(5) The assembly furnishes a natural and normal opportunity for the principal to meet large bodies of his pupils face-to-face. If he is wise, however, he will appear on the platform seldom enough so that his presence there is unusual. If he is in evidence at every assembly, making routine announcements or giving petty administrative directions, the effectiveness of his more serious talks is certain to be decreased. The presiding pupil-officer, or surely a teacher, can make the usual announcements. When the principal accepts an invitation to occupy the platform, let it be an occasion—an enjoyable, but significant occasion. What he has to say will then remain in the heart and minds of the pupils for weeks to come.

(6) Occasionally, especially qualified outside speakers should be invited by faculty or pupils to address the assembly, but it should be remembered that there are very few persons capable of speaking successfully to a high school audience for more than fifteen minutes. It is frequently good for the community and the school to have city officials and other prominent citizens come before the assemblies for very brief talks on specific topics, but in general, it is true that the presence of an outside speaker should be an event, and that pupils should be encouraged to issue invitations, or at least to entertain such speakers as their guests. It is unfair to speaker and pupils to have an outsider substituted for an assembly program without a feeling of sponsorship on the part of the pupils themselves.

(7) At the Lincoln School of Teachers College, the assembly is sometimes conducted as a Town Meeting for the discussion of school problems. On one occasion, after the Student Council had discussed at length the wisdom of discontinuing the award of citizenship insignia in the school, and after advisory groups had argued the question endlessly, the Council voted to lay the matter before the entire school at assembly. The President of the Council acted as moderator, and speakers pro and con were heard, questions asked and answered, and finally a vote taken. It then became evident that a majority of the senior high school pupils desired the abolition of citizenship insignia while the junior high pupils were overwhelmingly in favor of their retention. The latter, however, outnumbered the former, so that the total vote was for retention. The school then voted

to permit each unit to vote by itself and to be bound only by its own vote. As a result the senior high school gave up the insignia while the junior high school continued to use them.

(8) Traditionally the school assembly is related to the Chapel exercises of older academies and colleges. Hence, it often takes on a religious, church-like aspect, and various degrees of preaching are indulged in, under the guise of moral and ethical instruction.

Assemblies will often be solemn affairs or at least they will have and should have solemn moments. But the creative spirit must find something more vigorous, more active than continued solemnity. The adolescent is typically a buoyant person, a propulsive individual, and religious assemblies must be conducted by a venerable and highly respected man indeed if actual trouble does not arise as a result of their unnatural gloominess.

In a recent article, Professor McKown has contrasted the older and newer types of assemblies.

"A year and a half ago we spoke to a Junior High School assembly in New Jersey. The principal desired that we should see his 'discipline' so he piloted us to the platform before the pupils entered. At the proper signal the pupils marched in, silently and in step. Each row, after it had marched into its proper section stood facing the walls until all were in. When all were in the principal shouted 'Face'—and they faced, 'Sit,' and they sat in unison. While seated they folded their arms as the soldier sits at 'attention.' After the usual dose of devotions the speaker was introduced in a manner that made him feel cemeteries and sepulchres. What an atmosphere in which to speak! We did manage, among other things, to make the pupils laugh a bit and we were really afraid that the principal later would accuse us of being irreligious or sacrilegious or of breaking down his morale and discipline. After the speech he arose in his authority, bawled, 'Rise'—they rose, 'Face'—they faced, 'March'—and the slaves marched out.



He was 'disciplining' his 1800 pupils. That to him was the main purpose of the assembly.

"A few weeks later we spoke to another school assembly in another state. All of the correspondence arranging for this speech was carried on by a pupil committee. We were met at the train by this committee and taken to the high school. The committee introduced us to the principal and then, since we had an hour before assembly time, took us around the building, introducing us to teachers, showing us interesting work, equipment, etc. At the end of the hour we were taken to the auditorium and there introduced to another committee which handled the meeting. One pupil led the singing, another, the devotionals, and the third introduced the speaker and thanked him very courteously at the end of his speech. Only these three pupils and the speaker were on the platform. The principal and faculty sat off by themselves and not among the pupils. The best of 'order' prevailed.

"The first principal was robbing his pupils of educational opportunities. The second was providing them. The first principal was a warden, a policeman, whose idea of assembly was that it was a sort of 'church' where the boys and girls would be made good by sitting patiently and listening to sermonettes exhorting them to be 'good.' Moreover he was educating his youngsters in things which are done only in prisons. All of this would have to be unlearned some day. 'Administrative expedience' could not justify it. The school exists for educational purposes and not for 'administrative expedience.' The second principal was in the educating business. He understood educational principles. He had a harder job than the first but he was after bigger things. He knew the possible values of the assembly and he tried to attain these values. Of course no assembly could be justified on the ground that it gave practice to six pupils in conducting it. In this case the suggested means of arranging and conducting it was typical of the whole program of handling the activity."

He concludes the article as follows:

"In summary, if you want to kill the assembly:

Try to make it religious  
 Always have a long list of announcements  
 Import all of your performers  
 Sing old chants and slow hymns  
 Sermonize and moralize  
 Hold it every day  
 Patrol and guard with great care."<sup>3</sup>

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<sup>3</sup> McKown, H. C.: "An Educational Gold Mine." *Pennsylvania School Journal*, Vol. LXXIII, No. 5, January, 1925.

**The Assembly Typifies the "Crowd Process."**—The assembly is unique among the various instruments for the school's social control. Despite its orderliness—indeed, partly because of the uniformity of the required behavior during assembly period—something of the qualities of the crowd is evident in most assemblies which are encouraged to register their enthusiasm and prejudices vocally or by actions. It has been stated that "had every Athenian citizen been a Socrates, every Athenian assembly would have been a mob."

In the assembly, more than in the rest of the school's activities, conformity of behavior becomes an accepted virtue, to applaud when the crowd applauds, to laugh when the crowd laughs, to be solemn when the crowd is solemn, to thrill when the crowd thrills—such harmonies of action make all feel comfortable and even righteous. These behaviors become folkways, and scorn and taboos are the penalties of him who laughs, applauds, thrills, or grows solemn at the "wrong" times, if he is discovered in his non-conformity. But the crowd impulse goes further, the victim of crowd psychology feels virtuous and superior when he is himself enforcing obedience to the collective mind. Thought becomes submerged in habit and in undefined emotion. The psychology of the crowd overrides individual judgments. The stimuli of a song, a cheer, the national colors, an impassioned speech, a dramatic incident create occasions where habits afford no ballast. Waves of emotion sweep through the assembly—enthusiasms that are often both vigorous and indiscriminating.

Now this is as it is, and within limits it is as it

should be. Children and adults in the world outside the school are placed in positions which involve emotions that override judgments. Indeed, a person whose intellect is too regularly supreme, seems to most people to lead a colorless, mechanical, unimpulsive kind of existence. The school must furnish experiences that cut under habitual responses, that result in fervent desires for group action to attain some objective, that lead most or all of the pupils and teachers to be ready to sacrifice leisure and comfort in order to participate in the group's efforts to obtain a better library, or to improve the school grounds, or to put an end to cheating. Otherwise, there can be no reproduction of the experiences of social life.

It is of the utmost importance, however, that those who are finally responsible for assemblies should know how the crowd sentiments may result in stagnation of the social and moral developments of the school, and may not only veto some promising innovations but may, to some extent, crush out in some precious radical and original thinker in the school the desire to be an innovator.

As the school accumulates a body of traditions of behavior and ideas, the school pride and loyalty of teachers and pupils tend always to lead them to accept for themselves these traditions as "right," and to expect that all new-comers shall humbly "learn" the *mores* and folk-ways of the school, and, moreover, that they shall accept them as right and not to be improved upon. The upper classmen and the older teachers take it upon themselves to conserve the school customs and to transmit them to each succeeding gen-



eration. By so doing the elders maintain their own supremacy.<sup>4</sup>

So long as the means used are individual or small group instruction and imitation, one can trust the spontaneity of American youth to challenge the values of past practices often enough. It is only in the assembly that the abuses of this indoctrination are likely to occur; for here the great original satisfier, group approval, and the potent original annoyer, scorn, are too keenly felt to be ignored by any but the most egoistic individuals.

The creative spirit of pupils must be conserved and criticisms must be encouraged, if the school is to be truly an embryonic typical democratic community. Hence, a very important place must be preserved in the assembly program for explanations by new pupils or new teachers or visitors of successful practices in

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<sup>4</sup>Chapman and Counts have given an illustration (*Principles of Education*, p. 27) that is applicable to school life, as follows:

"Viewed from this standpoint, group life may be likened to an intricate game; those who are playing it are jealous of its rules; their habits and supremacy, as well as the immediate success of the game, depend on a careful adherence to the code; and all beginners are required to learn and follow it. In this great social game of life the children are the beginners. In fact every individual is a complete stranger in the group into which he is born. He is ignorant of every rule; he knows neither its language nor its customs; and he possesses none of those skills on which the very existence of the group depends. He must become a full-fledged member of the group; he must come to act and feel and think as its older members do; he must become a robust trustee into whose care all its possessions may be confidently committed. Since the renewal of social life is possible only through the induction of new members, unless he is able to sustain this difficult rôle, the group perishes. As nothing is more certain than the eventual death of each member, the education of the young in the customs of the group—in the ways of the folk—is absolutely essential to the stability and perpetuity of society."

other schools or in institutions with which they are familiar. And those of longer standing in the school may well be urged to visit or read about practices in other schools, with a view to improving their own. It is indeed justifiable to employ "stage-settings" to make sure that the pupils are free from social pressure to accept suggestions in a tolerant and scientific spirit. Such precautions might be a preliminary discussion of proposed innovations by the student council, or the grade congresses, or an editorial in the school paper.

Even when obviously unwise suggestions are honestly put forward they are worthy of courteous reception, and the pupil body needs the practice of giving careful consideration to plans of varying degrees of merit. In fact it is worth while to encourage pupils and teachers opposed to the proposed change to help the innovator to make the most effective presentation of his case that is possible.<sup>5</sup>

To utilize the assembly as a satisfying body for plans already approved by faculty and council is an easy and all too effective means of administration. To make of the assembly a truly educative instrument is not so simple—it calls for the greatest resource and the deepest faith in one's institution. Conservation and change cannot always go hand in hand without

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<sup>5</sup> "Paradoxical as it may seem, if I am a sincere seeker for truth, I shall help my antagonist to put his case in the most favorable light and cooperate with him in securing an opportunity for putting his theory to the test. I shall do this because I am convinced that his theory will not work, and that the sooner it is demonstrated that it will not work, under conditions which he himself chooses as being especially favorable for success, the better for my own position." McCrea, in *Columbia University Quarterly*, 19:27, Dec., 1916. Reprinted; Kilpatrick: *Source Book in the Philosophy of Education*, p. 174.

wise supervision, but with adequate guidance it is quite possible for adolescent boys and girls to learn to give due consideration to the social inheritance of tradition, and to the social inheritance of flexibility.

It is essential, therefore, that the principal himself, with a selected group of his wisest teachers, should have intimate knowledge of the assemblies of the school. This committee may actually accept primary responsibility for assembly programs. It would be the writer's own practice, however, for such a faculty committee in conjunction with a committee of the student council, to have only secondary responsibility; that is, to be aware of actual assembly practices, but to offer suggestions for improvement only if shortcomings were discovered.

Authoritarianism of the principal as of all other autocrats totters to its doom.<sup>6</sup> It must not be thoughtlessly replaced by a tyranny of the majority.<sup>7</sup> For majority rule is feasible only when it is clear that all must act or think in one way or in another; in

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<sup>6</sup> Cf. Kilpatrick, W. H.: "New Demands on Education." *T. C. Record*, Vol. XXII, No. 2, March, 1921.

<sup>7</sup> Protection, therefore, against the tyranny of the magistrate is not enough; there needs protection also against the tyranny of the prevailing opinion and feeling; against the tendency of society to impose, by other means than civil penalties, its own ideas and practices as rules of conduct on those who dissent from them; to fetter the development, and, if possible, prevent the formation of any individuality not in harmony with its ways, and compel all characters to fashion themselves upon the model of its own. There is a limit to the legitimate interference of collective opinion with individual independence; and to find that limit, and maintain it against encroachment, is as indispensable to a good condition of human affairs, as protection against political despotism." Mill, *On Liberty* (London, Parker, 1859), p. 13 f. Reprinted; Kilpatrick: *Source Book in the Philosophy of Education*, p. 175.



many forms of social behavior, however, even of school behavior, it is not necessary or even desirable that people act or think alike.

**Illustrations of Assembly Procedures.**—Perhaps it will be helpful to readers of these pages, if there are included a few concrete examples of the selection of assembly programs and their preparations. At Union High School, Grand Rapids, Michigan, each department was requested by the principal to prepare a program for an assembly which would in some way be representative of the work of the department. One tenth grade English class, after discussing the purpose of the assembly program,

“agreed that whatever the nature of the program decided upon, it should be not only entertaining and interesting but also thought-provoking. It was decided to devote the recitation period the next day to a consideration of the different ideas submitted regarding what we, as a class, could do to fulfill our conception of a suitable program.

“After putting a number of the suggestions made by the pupils the next day to the three tests determined upon—probability to interest, to entertain, and to provoke thought—a decision was reached in favor of presenting in pantomime, characters from books which most of the students in the audience should know. The pupils immediately began to think of characters so vividly portrayed in the literature they knew that they were real personalities. How could these be presented in a novel and engaging way? The answer to this question we determined to leave until our array of characters should be marshalled.

“As finally selected, these included Scrooge when he was visited by the Spirit of Christmas; the shipwrecked pirates in *Treasure Island*; Gulliver when he was searched by the Lilliputian policemen; Rowena, Elgitha, and the Palmer when the Palmer was taken to Rowena’s room; Puck, Oberon, and Titania with her fairy attendants when Oberon was waiting for Titania to appear; Galahad on his quest; Robin Hood, Will Scarlet, and Allan-a-Dale when they defied the Sheriff of Nottingham; Tom Sawyer in the whitewashing scene; the Pied Piper of Hamelin; Rip Van Winkle with his dog and gun; Ichabod Crane wending his way to school; Little Nell and her grandfather wandering from hamlet to hamlet. Topsy, the Girl from the Lumberlost, and Pollyanna formed a group from modern stories.

"As a novel and engaging way of getting the characters upon the stage, the idea that met with most favor was that of a magician who might summon them from the past with his magic wand. A reader, too, was suggested who should read a passage from each story appropriate to the incident which the character represented.

"Then the costuming! Two departments were asked to coöperate, the art department and the domestic art department . . .

"In the meantime pupils were chosen for the different characters, and problems in stage arrangement and management were assigned. Each pupil in the class was responsible for something essential to the success of the undertaking. Soon inquiries began to come in about rehearsals. We had to decide whether each pupil would be responsible for his own interpretation of the character he represented and training be limited to the reader and the magician, or whether the impersonator should be trained to his part also. It was decided that the reader should have much practice with the class acting as critics, but that the impersonators should have only sufficient practice to accustom them to ease on entering the stage. The interpretation of the character, it was felt, must be individual and be left entirely to the impersonator and his study of the book itself. The impersonators were to remain on the stage after entering and the whole was to be arranged in an effective ensemble. The magician should be costumed as an Oriental and have at his side a jar of incense, the curling smoke from which would give an air of mystery to the scene. The costume of the reader should be the white robe of prophecy, with a stole of richly hued purple and green.

"At this juncture the proposal was offered that the audience be made participants by the class preparing and having printed sheets of paper with blanks for the writing in of the name of each character as it appeared, the title of the book from which it was taken, and the name of the author. These sheets would be passed by the assembly ushers and their purpose explained by the general stage manager. They would be scored later by the group who gave the program, and the names of those with high scores would be posted on the general bulletin board."<sup>8</sup>

Space will not permit full descriptions of other typical assemblies, but a sketch of a few other types is included. An assembly on "Good Sportsmanship" under the chairmanship of the head of the student-

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<sup>8</sup> Bettes, Addie E.: "A Project for an Assembly." *Journal of Educational Method*, December, 1925.

body or another outstanding leader, might begin with group singing including "football" songs; the chairman might then state the purpose of the meeting, and the cheer-leader talk on "unsportsman-like yells," illustrated by brief "yell practice" of yells that are approved. After an "open forum" or free discussion as to what ought to characterize the school's sport, with some leading pupils encouraged beforehand to participate, the principal or the coach of the current athletic team might speak on the relationship of sportsmanship to the school's ideals. If the spirit of the assembly were "right," a committee might be appointed by the chairman to draw up a sport-code for the school. The school song would then be sung to close the assembly. It will be noted that in such an assembly the emotional enthusiasm of the students is kept closely connected to the activities and students with which it is associated, but that into this emotional complex is introduced, it is hoped, also the school's potential reputation for good sportsmanship.

Another quite different assembly may deal with certain aspects of appreciation; for instance, an assembly dealing with "The Seasons" in which art-colored lantern slides of landscapes might be shown while the accompanying records are played on the graphophone, as follows: Spring—"Spring Song," Mendelssohn; Summer—"A Dream of Love," Liszt; Autumn—"Serenade," Drigo; Winter—"Largo" from "New World Symphony," Dvorak. (The Victor Talking Machine Company will supply interesting material for such assemblies.)

In junior high schools (and to a less extent perhaps in senior high schools) much is made of special



days—patriotic days, Arbor Day, and the rest. The program of the Solvay Junior High School on Bird Day, April 11, 1924, is typical. After an orchestra selection, there was a group song, "Welcome, Sweet Springtime," followed by an explanation of Bird Day by a member of the Bird Club, which had charge of the assembly. These were followed by papers dealing with "Our Debt to the Birds," "How to Attract Birds," "Bird Songs," "Bird Photography," and the "Scare Crow," prepared and read by the pupils. Some of the papers were illustrated by pictures, drawings, and graphophone records.

Closely akin to the school assemblies are the school's public entertainments, exhibits, and graduation or "commencement" exercises. On such occasions the adult public and the school's graduates as well as the pupils form the audience. Here is a still more tempting occasion for dealing with doubtful honesty with the public. If pupils perform as artists, as dancers, or violinists, or designers, with a skill developed through long extra-school training under private instructors, then there is certainly good reason for the school instructor of music or physical education or art to give public acknowledgment of this fact. For the school in such cases is exhibiting not its own instructional results, but the contributions that its pupils are making to the exhibit; that is, it is a community entertainment given under the auspices of the school; it is not a school entertainment. If the proper acknowledgment is made, there is no reason for objection to the introduction of this "outside talent," but if no acknowledgment is made, it may properly be interpreted as an attempt to deceive, and

so reflect on the honesty of the school administrator who encourages or permits it.

On the whole, it is more desirable to have teachers and pupils accept the entertainment, exhibit, or graduation as a coöperative enterprise, for which pupils who are capable of representing the school advantageously are selected to present the results of some study or problem in which they have been engaged. Thus the senior dramatic club may present a one-act play, a chemistry student may explain the great diversification of the coal-tar products industry, a history student may present a study of the forgotten landmarks of the town.

In June, 1924, the graduating class of the Doylestown (Pa.) High School presented an interesting program based on a summary of an investigation of "Study Habits," and at the same school in 1925, the seniors presented at their commencement a "Study of Excuses for Tardiness and Absence," covering a period of four years.

" . . . Detailed analysis of 2591 excuses for tardiness and 3114 excuses for absence given in the last two years resulted in interesting and worth-while conclusions. It is highly probable that mothers and fathers attending that commencement went home with a better understanding of the school's attitude toward tardiness and absence and a firmer resolution to reduce the 'parental neglect' percentage to a minimum."<sup>9</sup>

"The Westmont Upper Yoder High School, Johnstown, Pa., chose as its commencement theme "The Origin and Development of Drama," a subject which should arouse immediate interest among high school students.

"After a prologue in which a student explained the purpose of the program, the different periods of the drama were each discussed by a graduating student. After each discussion a scene from a play, illustrative of the period, was presented.

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<sup>9</sup> *Pennsylvania State Journal*, September, 1926, p. 94.

"Two early primitive songs were followed by a discussion of early Greek drama, illustrated by a scene from 'Antigone.' 'Comus' was presented as typical of Early English Drama. A scene from 'Merchant of Venice' illustrated Elizabethan Drama and a scene from 'The Rivals' was presented as typical of Eighteenth Century Drama. Booth Tarkington's 'Intimate Strangers' was used as a representative contemporary play."<sup>10</sup>

The following types of assemblies listed by C. F. Allen should be very suggestive:

**"A. Inspirational.**

"Alumni Days, Patriotic Days, Father's Day, Mother's Day, Thanksgiving, Christmas, Last Day Exercises, Exhibit Days, Fine Arts, Practical Arts, Class Work.

"Talks by the principal, teachers, students, ministers, lecturers, professional and business men and women.

**"B. Instructive or Informational.**

"1. Pertaining to the school: Election and installation of officers; Report of home group or club activities; Selection of school colors; Awarding of honor and insignia; Demonstration of class or departmental work in all subjects; Health—proper diet and physical education; Vacation experiences; Morals and manners; Educational pictures; Debates; Thrift; Library; Publications; Pep-meetings; Drills; Vocational talks; Good English; Student Council; Home Group; Graduation.

"2. Pertaining to the Public.

"Sanitation, Safety First, Red Cross, School Taxes, Clean Up Week, Fire Prevention, Moot Courts, Other Organizations; Work of Community Organizations. National Questions: Immigration; Naturalization; Other current questions.

**"C. Interesting or Recreational.**

"Music by Artists, Music by Students, Community Singing, Glee Club, Orchestra, Stunts, Cartoonists, Radio Concerts, Magic, Original Plays, Original Ballads, Moving Pictures, Vaudeville, Wireless, Readings, Impersonations, Players, Visiting Artists.

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<sup>10</sup> *Ibid.* . . .



“No one school should attempt this entire program in one year, especially the first year. Furthermore, it should be worked out by a committee;” but ‘Both faculty and pupils should continually have under consideration many more school enterprises than can be carried out.’”<sup>11</sup>

**Summary.**—The high school assembly like all other school functions should reënforce, guide, and direct the activities of pupils, both within the school, and in relation to other educational activities outside the school. Hence, pupils must be prepared to do better those desirable things that they are now performing and will in the future perform anyway. And the assembly should also “reveal to the pupils, higher types of activity, and make them both desirable and, to an extent, possible.”

The sense of unity in the school and the group can be effectively fostered: (1) if the assembly programs stress interests common to all—school elections, care of the building, the community’s good opinion of the school; (2) if pupils are encouraged to sing together; (3) if occasional assemblies are utilized as “pep” meetings for the support of the school’s representatives in inter-scholastic contests; (4) if important school affairs are fully discussed and voted upon in assemblies, using a town meeting plan, or an honest debate in which truth and not mere victory is sought.

An intelligent public opinion and a more worthy citizenship may be encouraged by assemblies: (1) if programs frequently stress the experimental aspects of school life; (2) if emphasis is laid on the success of plans that result from composites of many proposals; (3) if recognition is given to the partnership of pupils,

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<sup>11</sup> Allen, C. F.: *Outlines in Extra-curricular Activities*, p. 35.

teachers, and community in producing the best schools possible and hence the most socially efficient generation possible; and (4) if opportunity is given to as many as possible of the teachers, pupils, and community leaders to participate in planning and carrying out the assembly programs.

A spirit of good will may be encouraged if in the observance of special days emphasis is given to the essential likenesses of the home and village life of all races and nations, the similarities of their aspirations and of their social and personal problems.

More worthy uses of leisure than are so common among adolescents and adults may be encouraged: (1) if assemblies will bring forward boys and girls and adults who do find in nature, or art, or social work, satisfying activities that are worthy; (2) if assembly programs themselves are enjoyable activities of a type that can be reproduced in part in homes, clubs, churches, scout-pageants, and the like.

Above all there is needed on the part of faculty and community a faith in adolescent motives and powers of achievement; they must not be "supervised" till all spontaneity has been lost. A program of assemblies started with a minimum of faculty imposition and a maximum of encouragement and coöperation, will grow, and out of its struggles democracy will be born.

### Study Problems

1. List in order of importance the following functions of the school assembly: (a) to interest all groups of students in the activities of other groups of students; (b) to impress on all pupils the vital impor-

tance of electing Latin or mathematics; (c) to encourage school spirit; (d) to motivate curricular activities by giving successful pupils or groups chances to show their accomplishments; (e) to stimulate interest in club life or other social activities in the school; (f) to bring before the school pupils who are correct models for imitation; (g) to teach an audience of pupils how to behave in a general assembly; (h) to stimulate performer's expression and to overcome self-consciousness; (i) to afford principal a chance to present administrative problems to the school; (j) to present to the school models of well-acted plays and perfected "debates"; (k) opportunities for "town-meeting" discussions of school problems; (l) opportunities for prominent citizens or specially qualified outsiders to address the school; (m) the creation of intelligent public opinions in the school; (n) opportunities for sharing of information by pupils with special interest or resources; (o) to develop aesthetic sense; (p) to teach religion; (q) to give moral or ethical instruction.

2. Should junior high school assemblies be coached? If so, how would you overcome the danger of pupils being mere puppets, expressing the coach rather than themselves? Or, is it desirable that pupils should merely express the teacher's or "society's" attitudes, manners, opinions, etc., in assemblies?

3. How does Holmes Junior High School overcome the undesirable outcomes of a passive audience in assembly? What are Lincoln School "Town Meetings?" Is either plan feasible for other schools?

4. Plan a well balanced schedule of assemblies



that might be conducted in a specific high school which you will describe. Justify the distribution of effects aimed at by your plan.

5. Set forth a plan of assembly supervision through faculty-student coöperation.

6. How may the teacher-adviser utilize the assembly so as to encourage the self-confidence of pupils? the accentuation of desirable native abilities? the subordination of selfish desires to the welfare of the group?

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## CHAPTER X

### Creative Control Through Student Publications

Most wide-awake schools have had for many years one or more forms of student publication—most frequently magazines, sometimes published monthly or oftener, sometimes quarterly, semi-annually, or even annually. In the last case the publication may be a handbook, published early each year by pupils and teachers setting forth school practices for the guidance of new pupils and visitors, or issued at the end of the year as a yearbook or "annual" generally giving much of its space to the history and the glorification of the graduating class.

Like athletics, school journalism frequently antedates the period when teachers took much official interest in the extra-curricular activities of school-boys and girls. Perhaps it would be more exact to say that their interest was spasmodic, for it arose almost to fever heat now and again when some disrespectful editor permitted an article describing some unfortunate episode in the school life or protesting against faculty restrictions, or stated the students' viewpoint too plainly. Occasionally, too, unbusiness-like methods or reckless management resulted in heavy deficits that were embarrassing to the administration, even though the school was in no way legally responsible for them. Not only incompetency, but downright dishonesty on the part of business managers was not unknown, and this was a matter that could not safely be ignored.



English teachers who conceive it to be their function to purvey information regarding literary values and literary history, and to correct themes written on literary subjects, naturally have never grasped the opportunity to capitalize the expressional life that has found its outlet through student publications. The writer remembers clearly the antagonism of the pupils and the lack of enthusiasm on the part of the teachers when a suggestion that school credit in English be given for magazine work was made by a committee of the alumni of the Literary Society, which sponsored the boys' magazine of which he was an assistant editor. The pupils feared that all spontaneity would be crushed out if teachers were allowed to set their "artificial" valuations on any *real* work of students; the teachers doubtless felt that pupils could never be held up to college entrance examination standards if they were enabled to raise their marks by writing editorials and reporting the social affairs of the school.

**Teachers' Relationship to Student Publications.**—Frequently the sympathetic participation of teachers and pupils in publishing the school magazine grew out of the necessary supervision by faculty members, to prevent recurrences of regrettable mistakes of editorship and management. Such supervision of an activity must fail unless it is enthusiastic and coöperative; hence, teachers young in spirit and tolerant of youth's egotisms became the only possible advisers. Less often in the past have forward-looking principals appreciated the opportunities which school publications have offered for promoting a common basis of knowledge and for focusing social approvals on

worthy school activities throughout all the school community, pupils, teachers, parents, and outside agencies—school boards, city newspapers, etc.

In most progressive schools, nowadays, faculties look to the school publications as most potent instruments for stimulating and popularizing the forms of activity that are of most value to individuals and groups if they are undertaken voluntarily. Thus, if the paper capitalizes as a news-item, the success of a club or a home-room group in developing a library, or in contributing an original assembly program, members of other groups are stimulated to propose and carry through similar projects for their own groups. Through the paper's editorials, if honest and sincere, popular sentiment and public opinion can be molded.

If teachers write editorials or articles, they should be signed, for nothing brings school leadership into disrepute among pupils so surely as the suspicion that teachers are attempting to impart their wisdom anonymously, particularly if they appear to pose as pupils when they address the school. Aside from the ethical question involved in anonymous articles in a journal presumably written by students, it is usually futile; for few pedagogues can write without their preconceptions and language giving them away.

**Problems Involved in Publication.**—The question of publishing the paper or magazine—whether it should be printed by a job printer, by the boys of the vocational shops, by the practical arts boys, or by more than one of these agencies—depends so much on local conditions, on the type of paper, on the maturity of the available boy printers, that no general answer

can be given. Some small schools mimeograph the papers as a means of decreasing the expense. The high school pupils of Lane, North Dakota, have even mimeographed their very creditable yearbook.

The school magazine or news-letter sponsored by the board of editors may be published for the school community. In the Consolidated Rural District of Seaman High School, Topeka, Kansas, the *News-Letter* of from five to thirty pages is published every week, printed by means of a neostyle, operated by students during vacant school hours. All students and faculty members, indeed, all interested persons in the school district, are urged to contribute to its columns. The paper is edited by a staff of students with the coöperation of an English teacher, and carries not only general articles and news-stories of the school community, but also "For Sale" and "Trade" columns for the convenience of the district, and advertisements of school and community activities. The paper is financed partly by the advertisements but mostly by the earnings of the school's moving-picture machine. It is distributed free to every pupil and to every family in the district.

The school paper may indeed take the place of a community daily. Such a school paper, *The Daily Illini*, is fostered and directed by the high school of Champaign, Illinois. Here is an entirely new field full of possibilities for an ambitious school which is located in a small town. This gives a splendid opportunity for children to learn to pick and choose what is good news and what is unnecessary, because they are of necessity limited as to space, and handicapped by the arduousness of the labor.



An occasional school utilizes the public press of the community which at intervals sets aside certain space in its regular editions for the high school to utilize as a school paper. This may be arranged, as at Hazleton, Pennsylvania (1923), so that the special section can be cut from the rest of the paper and filed as a separate school newspaper. The New York Evening World is utilizing a part of its school page in the Home Edition for this purpose at the present time. The preparation of material and its arrangement may be sponsored by a school staff of students and teachers in coöperation with the editors of the newspaper. This arrangement involves no expense, and no problems of distribution. In addition to giving the young folk a chance to get their materials into print, this gives the school an opportunity to report its activities to a wide circle of parents and others, and it encourages pupils to engage in the activities that are so reported. Too frequently athletics alone get wide-spread publicity in the community newspapers.

Most frequently, however, the school paper or magazine is conducted as an extra-curricular or semi-curricular undertaking. A board of editors is in some schools selected by a society that sponsors the paper; in other schools by the student council; less often, the editorial board itself is a self-perpetuating body which elects to membership as assistant editors, contributors who show promise, thus following the college practice. This board acts in conjunction with one or several teacher-advisers usually designated by the principal or the faculty, and allowance is sometimes made in their English work for the heavy

demands made on their time by the task of getting out a worthy paper or magazine.

English teachers very frequently seize upon this opportunity for motivating their composition work, indeed in some schools they directly sponsor the publication; e.g., at Oxford, Maryland, High School, the English department publishes the Avon Flash, and at Sunbury, Pennsylvania, the Junior English class publishes the School Times.<sup>1</sup> Increasingly teachers of natural sciences, social sciences, art, music, and other subjects are encouraging their classes to "write up" their activities for the school paper. In such cases the paper has become semi-curricular.

**Curricularizing the School Paper.**—In some larger high schools the "curricularizing" of the school paper has progressed to such an extent that a regular accredited elective course in news-writing has been organized. The editorial and managerial work of the publication is an outgrowth of the work of this course. On the whole this is probably a commendable development, but it is evident that there may be some losses in the number of interests that are represented on the staff if it is limited to the members of a single class.

"Educators believing that there is sound theory back of the practice in high school newspapers and that 'pupils should be taught to do better those desirable activities which they are likely to do anyway' have put into the curriculum courses in newspaper work, known as news writing or journalism classes. Each year a greater number of schools offers such instruction. In the year 1924-1925, over a thousand high schools in the North Central Association of Schools

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<sup>1</sup> Gatzweiler, Margaret: "Current Practices in Publishing School Newspapers." *Pennsylvania School Journal*, Vol. LXXIV, No. 7, pp. 438-440.

and Colleges sponsored newspapers and about one-third of this number had news-writing classes.

“Special courses in news writing have been the outgrowth of the feeling that time should not be taken from the regular English classes to teach the fundamentals of new-writing and to edit a school newspaper. From one to three terms of work is offered in many schools throughout the country. In a few cases the beginning class writes and edits the paper . . . The second or third term may be a no credit class, made up of staff members who put out the paper and continue their study of the subject.”<sup>2</sup>

**The Growth of the School Journal Should Be Gradual.**—In harmony with the position taken throughout the present volume, it is urged that the journalistic efforts of the school be permitted to evolve. It is not necessary to determine beforehand with any degree of exactness what the form and character of the publication should be. It may be necessary to “head off” over-ambitious projects and it may be desirable to indicate new departures in the enterprise that seem worthy of a trial. But the end cannot be known from the beginning. Some of the most successful school journals have grown from small beginnings. The *Ricaltonian* of Maplewood, N. J., was originally provided for the English classes by one of them, and only later did the school adopt it so that it became a coöperative enterprise. Similarly, the *Blewett Junior High School Life* was one of several class or club enterprises which survived through the greater persistency and resourcefulness of the group that published it.

Reavis, however, takes quite a different position. He would give positive faculty direction from the beginning, and advises that:

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<sup>2</sup>*Ibid.*



1. "The need for a school publication should be canvassed and the character of the publication to be attempted should be determined in accordance with the school's needs.

2. "Some person of the adult personnel of the school, capable and willing to assume the responsibility of directing the project, must be secured for sponsor. The success of the paper depends upon this key-official . . .

3. "Competent students must be secured for the positions of responsibility on the publication staff. Without the services of a well-qualified managing editor and business manager, the task of a faculty adviser would be too great. Around these key-positions may be gathered a number of assistants of less marked ability, who will be capable of rendering valuable assistance to their leaders. These positions should never be filled by students who have no other qualifications than social popularity or prestige. While popularity is a valuable asset in a leader, it must be supplemented by intelligence, industry, and interest in the phase of work to be undertaken if the success of the publication is to be assured . . .

4. "Before undertaking the regular publication of a school paper, the ability of the student body and the school faculty to maintain the degree of sustained effort required to carry the project through to a successful finish must be determined . . ." <sup>3</sup>

No formal editorial organization or "format" for any publications should be superimposed except as a school tradition may have developed by which the pupils may desire to be guided. Publication and editorial problems will arise and pupils and sponsors will study out ways of solving these problems. That is what education is! In such cases, pupils may seek information and advice from other school papers, or from general publications, but the practice in problem-solving must not be denied the pupils; indeed, they must be discouraged from substituting blind imitations or compliance with a sponsor's opinions for their own thinking!

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<sup>3</sup> Reavis, William C.: "Special Types of Activities: Student Publications." *Twenty-fifth Yearbook, N. S. S. E.*, Part II, "Extra-curricular Activities, 1926.

**Typical, Desirable Procedures in Editing and Publishing the School Paper.**—The following suggestions for organization and make-up of newspapers and magazines are based on successful practices in many schools. Whether they are the best practices is not known. It is hoped that no school will attempt to “fit them on.” They are intended to serve as suggestions for consideration, not as standardized solutions to real problems, the solutions of which ought not to be standardized.

It is best to begin with a small paper of a quality which can pretty surely be maintained financially and editorially and with room for expected future growth. In this way the pupils will gain in their readiness and ability to carry the responsibilities as the duties connected with a more imposing school paper evolve.

The choice of a name short enough to lend itself to display and connoting vivacity is frequently recommended; “Chips,” “Chatter,” “Sparks,” “Life,” are examples of desirable names.

The designation of certain issues as “alumni” numbers serves a double purpose. It fosters the graduates’ pride in the school and so motivates the students’ social participations, and it encourages a wider support for the paper, both through subscriptions and through contributions of news and of stories.

Similarly, generous space should be given in occasional issues to the schools from which the pupils are derived. Thus, the junior high school paper publishes news-notes, or descriptions and appreciations of the local six-grade schools, and the senior high school

contains information and approbation for the work of the local junior high or eight-grade schools.

The editorial staff may include an "editor-in-chief" or a "managing editor" or "chairman of the board of editors." This officer who is frequently in close touch with the faculty sponsor is responsible to the editorial board for the literary and artistic success of the paper in accordance with the policies approved by the editorial staff. He makes up as artistic a "dummy" of the paper as possible, has galley proofs corrected and page proofs "O.K.'ed." He should be encouraged to accept responsibilities, but should learn to delegate them to his assistants whom he should supervise and help just as little as possible—just enough for the paper to succeed. In addition to the editor-in-chief, the staff may contain some or all of the following editors: (1) an assignment editor who makes assignments and keeps records of their fulfillment; (2) an editorial critic who writes editorial comment, criticises school policies, reviews student plays and debates, posts managing editors on innovations; (3) a school editor who edits all news including athletic news and sees that every organization is represented; and (4) a feature editor who gathers and edits all literary and feature material.

Closely allied to the editorial staff, and working under their direction may be the reportorial staff. The reporters are sometimes "cubs" who are aspiring to be editors, but who lack any present authority (generally true of senior high school papers and of college papers); sometimes they form a society which elects the editors and to which they are responsible (fre-



quently the case in junior high schools). In the case of a paper published by the whole school the reportorial staff may be elected by home-room groups or by clubs or by classes. In the case of a paper published by a regular English class, or a news-writing class, the reporters are generally the members of the class who have not been chosen editors. Of course, all combinations of these plans appear in different schools. The primary function of reporters is to report, truthfully, briefly, and clearly, the news of the school. They are, however, encouraged to sense the "story-value" of their news, and to embellish it with humor or dramatic effect or description that is acceptable to the school or assignment editor.<sup>4</sup>

"How direct a bearing such activity may have not only upon training for social organization and team work in after life, but upon ethical development as well, a quotation from the sheet of recommendations which South High School has drawn up for its 'Beacon' staff will show.

"Tell the truth, be accurate. Never break a confidence. 'The Beacon' never indulges in personalities. The staff feels that the paper must be of higher standard than the ordinary newspaper because it represents ideals of a group striving for better principles.'"

The editorial and reportorial staffs are expected to give constant effort to a re-valuation and improvement of their paper. Since the paper's first function is to report and comment on the news, the quality of the news to be reported needs constant scrutiny for its human interest and its timeliness, on the one hand, and for its educational effect on the other. The school newspaper is an educational instrument; it does not follow "human interest" slavishly, but it makes dra-

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<sup>4</sup>"Cleveland Teachers' Federation, Cleveland, Ohio." *Social Guidance in Cleveland High Schools*, p. 65.

matic and "humanly interesting" many bits of school activities that would be otherwise overlooked.

News may be classified as follows:

- "1. News Stories—Doings and events of interest to school public to-day.
  - a. Concise fact stories with climax at beginning, telling what our school is doing in athletics, dramatics, club entertainments and activities. Frequently news of the alumni and of the lower schools from which pupils come to this school should appear in a prominent place.
- "2. Human interest stories.
  - a. Lesser school news and personal items. Bright things said and done. Our hobbies, aspirations, whimsicalities and disappointments. Drama in little things of school life.
- "3. Features, Stories.
  - a. Interesting columns gleaned from many sources, such as humor, verse, book reviews, screen news, exchanges, cartoons, student opinion, alumni news and original columns.
- "4. Editorials.
  - a. Paragraphs informing, interpreting, influencing, and convincing the reader:
    - (1) Setting forth ideals of school.
    - (2) Arousing school spirit.
    - (3) Fostering sportsmanship.
    - (4) Criticism, commendatory and caustic.
- "5. Advertisements.
  - a. News advantageous to merchants and readers of such a nature that they who buy papers will: 1. see, 2. read, 3. believe, 4. remember, and 5. act."

The business of financing and distributing the paper is generally in the hands of a "business manager" who may be assisted by: (1) an assistant business manager who gets copy linotyped, cuts to engravers; proofs to managing editor and back to printer, orders number of copies, gets the paper to press on time and distributed on time; (2) advertising manager who organizes advertising solicitors, corrects advertising proof, makes up advertising dummy and

gets it to managing editor; (3) a circulation manager who sees to the successful sale of each issue, gets posters to announce each issue, sees to quick and speedy distribution, signs up subscriptions, keeps accounts of circulation and distribution of the paper; and (4) an auditor who keeps all records, checks and discounts bills, gives bills to treasurer, collects advertising bills, accounts for every copy of paper, counts all money received and turns it over to school treasurer, keeps card records of advertising solicitors, and makes graphs showing progress of the paper.

Both the editorial and the business staff are directly interested in the make-up of the paper. It is generally advised that newspaper quality of paper be used, though the advice would seem to be honored in the breach more frequently than in the fulfillment. It is also advised that inserts be avoided; it is better to have eight pages than six, twelve than ten. Columns should be uneven in number as it is easier to make "heads" and to attain symmetry of arrangement with three or five columns than with four or six. The front page is said to be the "display window" with the name of the paper in conspicuous type, and containing the news of recent or approaching school activities. In arrangement the page should be balanced with articles and heads of varying lengths, with cuts in the upper half of the page, and it should be free from all commercial advertising. Such advertisements belong back of the center of the paper, arranged symmetrically and alongside of print where possible.

**Advertisements in the School Paper Are a Source of Much Difficulty.**—On the one hand, it is frequently



advised that no advertising space should be sold unless the paper has a real advertising value; on the other hand, it is doubtful educational wisdom to accept advertisements for tobacco, candy, moving-picture shows, and the like. Nevertheless, the paper must be supported, and unquestionably there is educational value to the business managers if the paper does solicit advertising. It is to an extent possible to direct the attention of pupils and parents to desirable fountain-pens, new modes of dress, athletic equipment; resourceful managers may, indeed, persuade local tradesmen in food-stuffs, flowers, and even banks that there is a legitimate hope of profit through advertising in the school paper. In a school of twelve hundred or more a reasonable subscription price will carry the cost of publication, and some schools prefer to avoid all advertising problems in the regular school newspaper. In the more expensive magazines and annuals, however, schools generally accept the assistance of well-wishers and others who believe school paper advertising profitable.

**The School Magazine.**—School papers are in some places of the magazine type, at other schools of the newspaper type. The differences between the school magazine and the newspaper should be understood. The magazine generally aspires to be primarily a literary one in standard and selections. In such literary productions, the creative artist finds his medium of expression. The covers and illustrations are generally the products of the fine arts classes or the fine arts clubs. In addition to poetry and prose stories and descriptions, such magazines may discuss music, art, literature, drama, and science. If its sponsors are

sincere it is not pretended that it represents the rank and file of the school either as producers or as consumers. It may be supported by an allotment of general funds by the Student Council or by contributions from parents or others who are interested in artistic productions. In private schools, such magazines are frequently supported by the school as a means of advertising, but there is always danger of an implication that the work is typical of the general productions of the school. Thus, unintentionally teachers and pupils become charlatans.

School news is not emphasized in the magazine, except in the sense that school occasions furnish subjects for creative compositions. The school newspaper, on the other hand, aspires to report the school news accurately and clearly, and to comment on school policies and occasions editorially.<sup>5</sup> It is far more potent than the magazine as an instrument of creative social control with the school, and throughout the school's outside community.

**The School Annual.**—The graduating class of the school frequently sponsors a rather pretentious school publication called the *annual* or the *yearbook*. Such an undertaking is generally expensive in time and effort both for the pupils and for the faculty advisers. The annual or yearbook frequently receives widespread attention from a very influential section of the community—particularly the parents and friends of the high school graduates. A favorable impression

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<sup>5</sup>Breiset, Ruth C.: "A Study of the Content and Management of High School Papers," Quoted by Reavis, *Twenty-fifth Yearbook*, Part II, N. S. S. E., 1926.

of the school's life and the school's effects on its youth can be made by the annual on its readers.

The school's influence and support are thus advanced. For this reason, many over-cautious principals and sponsors of student publications take an undue share in the selection and preparation of its contents. Class pride is generally sufficient safeguard if the seniors can be made conscious of the significance of the quality of their annual. It properly represents the aspects of school life which seem of greatest importance to the students—class history, organization, statistics, school athletics, musical, literary, and dramatic activities, and faculty data.<sup>6</sup> It may be necessary for the faculty sponsor to veto or arbitrarily to modify "smart" contributions of young people who are lacking in good taste, particularly if a school has not yet built up a desirable school pride. As in the activities discussed in the preceding chapters, however, the responsibility for a high-grade outcome should be put in the hands of the pupils; the teacher is in a better position to be of help if his help or opinion is asked by the pupils than he is if he is superimposing his direction and judgment.

What is true of the teacher's supervisory relations to the annual holds also, of course, for the other publications, but the prominence of the graduating classes in controlling the policy of the annual gives it a somewhat different character from that of the magazine, newspaper or handbook. If, however, pupil-teacher coöperation has characterized the other publications

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<sup>6</sup> Cf. Rohrbach, Q. A. W.: *Non-athletic Student Activities in the Secondary Schools*, p. 202, The Westover Co., 1925.



of the school, there will be no difficulty in achieving it in the preparation of the annual.

**The School Handbook.**—The student handbook is also frequently sponsored by the senior class, and may furnish an excellent opportunity for practice in pupil-faculty coöperation for those teachers and pupils who are not essentially “literary,” but who are interested in executive phases of the school life. The purpose of the handbook is, of course, to help the new pupils to adjust themselves to their school, to acquaint them with the history, traditions, and ideals of the school, and to furnish information regarding the formal regulations, the curriculum opportunities, and the “extra-curriculum” activities. The contents of eighty-one handbooks examined by Rohrbach<sup>7</sup> include seventy-five items varying from “curriculum data” which appeared in seventy-one handbooks to “Colleges Requiring Examination,” and “Books on Vocational Guidance,” each of which appeared in two handbooks. The contents of the handbook are so frequently those concerning which the teachers may have more adequate information than pupils, that pupils would surely be grateful for such coöperation and critical assistance as teachers would give them in its preparation. Indeed in some schools the only publication that is officially encouraged by the faculty is the handbook.

**Summary.**—As an instrument for creative school control, the major functions of school publications are two: (1) to give opportunity for expression and publicity for all kinds and degrees of creative impulse; and (2) to stress those attitudes and behaviors that

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<sup>7</sup> *Ibid.*

school leaders would make contagious. Each type of publication can promote these ends in ways that are characteristic.

The handbook serves as a guide; it imparts needed information for teachers, pupils, parents, and visitors, regarding the school's history, purposes, offerings, opportunities, and regulations.

The annual is a record of the accomplishments of the school and of pupil-groups, classes, teams, clubs, etc. But it may be more. It may present an accurate and sympathetic picture of the spirit and activities of the school, reflecting the "tone" of the school and betraying faculty-pupil relationships in uncanny fashion.

The magazine provides opportunities for the artists and for those who aspire to be artists. In contributions to school magazines emphasis is properly given to style of expression and quality of workmanship. This holds true for the designs for covers, initial letters, and the workmanship of the wood or linoleum-blocks, of the cartoons, and of the page arrangement of the text. It is, of course, even more true of the stories and poems, of the editorials and reports of school or community occasions, of satire and appreciations, and of constructive proposals and criticisms of aspects of school life.

The school newspaper or magazine-newspaper is, however, much more significant for the promotion of a creative school than any of the other three. For it deals with a throbbing school life. Its approvals reënforce those of a part, at least, of the school community, its reports give a somewhat authoritative and a "temporarily permanent" evaluation of

the school activities and of pupil contributions and characteristics.

In a word, school publications are potent for creative school control in the degree that they promote readiness on the part of pupils, teachers, and parents to contribute time and energy to the desirable activities of the school community, and that the editorials, articles, stories, and illustrations express the community's approval of desirable behaviors and scorn of undesirable conduct.

### Study Problems

1. May the proper newspaper education in the school improve the character of the paper the next generation of adults will want to read? What factors in the general social life of children and adults may be counted on to reënforce or offset the efforts of the school in this regard?

2. How can the school paper be most effectively used to help parents to understand and coöperate in the school's aims and purposes?

3. Are there informal pupil groups in your school among whom news-sheets, story papers, or announcements are typed or mimeographed for distribution? In one school three girls who received only mediocre marks in English and who disliked the subject, were publishing privately a paper of outstanding merit, all of the writing and editing of which were done by these pupils.

4. Write to Columbia Scholastic Press Association, Columbia University, New York City, for information regarding the exhibits, competitions, and other encouragement given to school publications.



5. Advertisements, it is often asserted, should be accepted only if the paper can be considered a good medium. In the light of this standard criticize the space sold to advertisers in the following case: A senior high school paper of four pages, four columns to a page, has two column inches devoted to sporting goods advertisements; eight column inches to establishments dealing in ice cream, candy, and party decorations; two column inches to food; six column inches to radios; four column inches to clothing; four inches to banks; six inches to household furnishings, three and a half column inches to coal, wood, and grain, two inches to building supplies, one inch for real estate and insurance, and one inch for a garage.

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## CHAPTER XI

### Creative Control Through Grade Congresses and Student Councils

THE social controls of human conduct are largely those based on the desire of people that their behavior shall win the approval of the groups to which they belong. Now the weakness of an autocratically administered school, no matter how benevolent the autocrat may be, is the likelihood that the attitudes and habits that the administration would like to build up are at variance with the *mores* of adolescent boys and girls. These community *mores* are derived not only from homes, but also from informal agencies, books, the drama, the press, the gangs of boys and groups of girls. So deeply imbedded in the codes of boys and girls are some of these modes of behavior, that observers have frequently insisted that they are instinctive. The "squealer," the prig, the over-nice boy and girl face taboos that must result in misery for any child with normal sensitiveness to scorn.

There is needed a means of unifying and consolidating the traditions and *mores* of the adolescent world with the code of the school in such a way that a desirable code may be instituted, one that can survive the competition of undesirable group approvals throughout life.

How such a public opinion may be promoted through assemblies, athletics, clubs, journalism, and similar agencies is elsewhere discussed. In this chap-

ter, attention is directed to the encouragement of pupils to express the new desirable attitudes through legislative and administrative organization.

Government and school regulation of conduct derive their just powers from the consent of the governed. Hence, to the extent that the school is successful in building up a scientific spirit among its members, it must expect to have both its regulations and its less formal *mores* questioned from time to time by individuals and groups of pupils.

The school should be prepared to meet this critical spirit frankly and with a readiness to open all questions to discussion. On this account, there is needed a positive program by which criticism will tend to take the form of constructive suggestions for improvement. Such a program requires that pupils be ever engaged in meeting concrete problems constructively.

If pupils will search for means of raising money to increase the resources of the school library, if they will endeavor to protect the school from public criticism on account of the rowdiness of pupils on the way to and from school, if they will seek to increase the success of the school assemblies, and to improve the condition of the school grounds, then there may be assured an alliance between the critical impulses of pupils and the school administration. But patience and tolerance on the part of teachers and pupils will be essential, if the best results are to be obtained.

**How May Formal Student Participation Be Encouraged?**—What provisions should be made in the school community as a whole for this participation in the control of school welfare? We have indicated already how the home-room group may well

afford opportunities for more or less informal, personal, face-to-face discussions of school problems, and how socialized classes in civics, English, science, and other subjects may undertake measures for school improvement. Clubs also frequently contribute to the same ends. If, however, any questions or suggestions of pupils made in advisory groups, in clubs, or in class meetings are to receive the consideration of the whole student body, some provision is necessary for coördinating the outcomes of the activities of the small groups. The place of athletics, assemblies, and school publications in promoting a school pride and a spirit of coöperation is fundamental; how they may be directed for these purposes and how assemblies may be used to bring school problems to the sympathetic attention of large bodies of students have been treated in Chapters VII, IX, and X.

The desirability for setting up some more formal and permanent organization for dealing with problems of school welfare has led progressive schools to organize student councils, and in larger high schools frequently grade congresses, intermediate bodies between home-rooms, clubs, and other pupil groups and the councils. In small high schools where only one or two home-room groups constitute each grade, the class committees frequently serve the need for an intermediate step between the home-room group and the student council. Representatives are elected by the home-room groups and by other small groups such as clubs, either to the Council directly, or to class congresses, or other intermediate bodies, which in turn send delegates to the Student Council.



**Representative Government Should Grow out of Student Participation.**—It is of utmost importance to note, however, that *representative government* is *not the initial step* in organizing a system of student co-operation. Activities demanding student control precede organization for control. Hence, the initial step in organizing general student participation is to stimulate school activities.

A Red Cross drive, a safety first campaign, a parents' night in the school, the sale of football tickets, a pageant—these and dozens of similar activities furnish opportunities for practice in representative control through committees elected for the special purposes. If, for example, the students had been stimulated by means of an assembly lecture, or by a city-wide campaign conducted by the Chamber of Commerce, to improve the appearance of the school grounds, ways and means might well be discussed by home-room groups, civics classes, clubs, and the like. It might then become apparent to the entire school community, teachers, pupils, and parents, that there was likelihood of much uncoördinated effort, and that some central direction would be of great value. Hence, it would follow naturally enough that representatives of all participating groups would meet with such teachers as were peculiarly interested in the problem. Such a council *ad hoc*, having carefully considered all suggestions offered by the members, would set forth the plan of action, to be proposed and explained by each representative to his group. At later meetings, further suggestions from the groups could be discussed and progress reported. When the objectives of the campaign had been achieved, the council would disband.

But the lesson in school coöperation would have been learned, and a pattern for action on later occasions would be available. Not only that, but the mistakes made on the first occasion would be patent, and improvements would be proposed and put into effect.

Too often, enthusiasts for "student government" start their programs by urging pupils to organize a council. Sometimes, indeed, the principal actually sets up a council by ukase. Such a council, since it grows out of no felt need, frequently dies from lack of anything to do, or is kept alive by the fertility of stimulation on the part of the principal. In either case, its deliberations seldom or never are truly representative of the opinions and reactions of the pupils themselves. Now and again, one reads of the "Resolutions" of such a council, regarding girls' dress and behavior, or smoking or dancing, that are obviously the products of teachers' pens, and equally obviously are passed by the council as administrative propaganda or advertising.

After stating the desirable outcomes noted by principals and pupils, Rugg notes that among both principals and pupils a small number feel that student participation is not successful or only partially successful. They believe it to be only a pretense of school government, and that schools are better managed when no attempt is made to have students participate in their government. Such critics unfortunately do not often recognize why their government breaks down. They complain often that (1) efficient and successful student leaders are not easily found; (2) it is difficult to get all students to participate in some activities; (3) there is a lack of coöperation on the

part of the faculty; (4) students mistake license for liberty; (5) there is a lack of interest and responsibility; (6) officers are elected on the basis of popularity rather than ability; (7) student officers show favoritism; (8) there is objection to students disciplining or reporting on each other.<sup>1</sup> However, these objections are merely those that apply in adult life, and have basis in fact only because critics expect something approaching perfection to develop automatically from very imperfect "human nature." Such complex and artificial social and individual behaviors as are involved in self-government cannot develop without experience, and getting experience involves the making of mistakes. Setting up a government machinery complete at its inception is dogmatic and may be vicious.

**The Federal Government as a Model for School Organization.**—The pattern for representative control set up by our national government, if superficially observed, lends itself to this abuse. One asks himself how our Constitution was ever established. Obviously groups of citizens were elected by their communities, to draft such an instrument. After this had been done, and after the Constitution had been ratified by the people, or by their more immediate representatives—a point frequently overlooked by impatient administrators—lo! our government operated. And so, schools imitate this procedure, by drawing up formal "school constitutions" before there are sufficient spontaneous social activities, conflicting

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<sup>1</sup> Rugg, Earle: "Student Participation in School Government." N. S. S. E., Twenty-fifth Yearbook, Part II, Chapter XI, p. 135.



interests, and needs for general coöperative effort to require a formal central organization at all.

As a matter of fact a better acquaintance with the history of the Federal Constitution, specifically, and with the development of representative government, in general, or a more fundamental consideration of the true problems involved, would prevent such a travesty of democratic participation from ever being launched.<sup>2</sup> For democracy is a way of life; the people of America had been preparing themselves before the adoption of the Constitution, and have since continued to practice the fundamental virtues of democracy. In family life, in town meetings, in trade unions, in neighborhood improvement societies, church societies, deliberative assemblies, ward political clubs, social coöperations have been undertaken, conflicts dissolved, and tolerance promoted. Political activity in Washington is a reflection of the opinion of people arising from the actions of smaller groups; and the reactions of the people of America to legislation passed by Congress or to decisions of the Supreme Court find expression in these smaller primary and intermediate groups.

Those who aspire for the school to become a democratic community, can draw upon such resources as the attitudes in teachers and children already developed by their ways of living in families, neighborhoods, clubs, churches, and other organizations. For

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<sup>2</sup> Even when the Colonists began to be conscious of the community of interest of the people of different nations, a national government did not spring into existence immediately. Special congresses, committees, conventions were called for specific purposes; *e.g.*, to coöperate with England against the French and Indians, to protest the Stamp Act, or to facilitate the unification of public opinion.

the rest, they must patiently give the school the time and opportunity necessary for the growth of a democracy.

After all, democracy is a process, it is not a formal organization to be achieved. It is a spirit that must dwell in the hearts of men; its natural counterparts, communication, group action, tolerance, science, legislatures are means for the promotion of this spirit. Democracy cannot be superimposed; democratic machinery introduced into a school is a bogus article—and generally pupils know it to be such.

If this gradual procedure recommended above is followed, several years may elapse after the institution of home-room groups, clubs, service-squads, assemblies, athletics, and the like, before a permanent student council is formed. However, when the permanent council is instituted, it will be because the flow of school business, the needs for coöperative effort, the conflicts of interests to be resolved, the amount of activities of all sorts are so great that it is essential that a group of accredited leaders should serve as a council in coöperation with the official administrative officers to give careful consideration to the problems that arise.

**Examples of Student-Faculty Organizations for School Control.**—In order to make this presentation more concrete, let us examine some typical examples of schools organized with central councils to discover how these councils came into being, what business they transact, how they keep contact with the public opinion of the pupils, teachers, and community, and how their powers are defined.

At the De Witt Clinton High School, which is

typical of many of the New York City high schools, the General Organization, generally called the G. O., is made up of all students who pay the regular dues. Most members are affiliated with one or more of the clubs, associations, or other activities which must be chartered by the G. O., through its Executive Council. This Council is made up of teachers and pupils representing the "forms" or half-grades, and three student officers of the school, president, vice-president, and secretary. One of the teacher-members is the treasurer. A second controlling body is the Board of Governors composed of three faculty members and one student representing the Executive Council.

At the Washington Junior High School in Rochester, New York, there were in 1919 fifty-two home-rooms which were the core of the democratic organization. Each home-room had several class officers through which its activities in the class-rooms, corridors, assemblies, and school grounds were controlled under the guidance and counsel of home-room and associate home-room teachers. The groups of student officers (Council of Presidents, Council of Secretaries, etc.) met with faculty directors to be instructed in their duties and to maintain their interest in their work. Class meetings were held in charge of these student-officer groups.

These types of organizations were represented in the School Community Federation of Home-rooms which conducted school assemblies under the direction of the faculty members, and also school community assemblies which were in charge of the student officers. School problems were handled by student-officer groups and their teacher-directors; for



example, the faculty director of the Council of Vice-presidents was the School Health Officer. In his duties he was assisted by this council.

In the junior high school of the training department, State Normal School, Oshkosh, Wisconsin, the school city is composed of six wards, each grade section from 7B to 9A representing a ward. The elected officers consist of a mayor, two commissioners, city treasurer, city clerk, police board, chief of police, policemen, municipal judge, and clerk of the court. Members of the faculty are delegated to act as a supreme court of advice. Special committees of the city government supervised (1) traffic regulations; (2) promptness in class transfer; (3) library privileges; (4) development of resources in each ward in terms of individual pupil and class attainment; (5) promotion of student social functions; (6) pupil and faculty coöperation; (7) requirements to be imposed in cases requiring corrective suggestions; (8) regular meetings of city officers, courts, and the like. There are also the following committees: a *museum enrichment committee* which gathers and classifies books, magazines, circulars and displays; a *central exchange commission* which lists subjects that are being studied by various groups, posts news items concerning excellent work being done in special fields or subjects, and compiles a directory of travel experiences of pupils, teachers, and citizens; a *committee on class-room service* which promotes an interest on the part of non-appreciative pupils, such as compiling poems and obtaining a census of pupils' reading at home and in the library, as well as at school; a *statistical department* which secures records of pupil

improvement, and posts lists showing gains made by individual pupils and by classes; an *efficiency department* which studies ways and means of reducing waste in the use of general supplies and develops propaganda for the preservation of school property and for improving traffic regulations, and initiates safety-first devices for the playground and for fire drills; a *building improvement committee* which makes the grounds and building more attractive by supplying window boxes, book-cases, magazine-racks, and the like; and a *field information committee* which establishes contacts with schools all over the country, obtaining information regarding their activities.

At the Central High School of Tulsa, Oklahoma, the Senate is the student body which coöperates with the high school administration. Its members are elected from each class and each recognized organization. It is the purpose of the Senate to represent the student body in deliberations of policy, to regulate and advise all other student organizations, and to carry forward new projects for the betterment of the school.

At Blewett Junior High School, there existed no formal central student-faculty organization until nearly the end of the school's first year of existence. From the beginning there were the home-room advisory groups to care for local activities. Almost immediately, however, there developed problems involving more than one group; such problems included the crowding of the narrow corridors and stairways, the care of locker-rooms and toilet-rooms used by several groups, the courtesies and efficiencies involved in "gym," assembly, and lunch-room coöperations.

Joint committees of the groups involved considered the difficulties and worked out procedures acceptable to all concerned. For some of these problems, especially the grade assemblies, such joint committees had representatives from every home-room in the grade, since all home-rooms were involved. Naturally the grade administrator met with these committees, and because some problems involved girls alone, or boys alone, he frequently invited one teacher of the opposite sex to meet with the committee. It was natural then for this procedure to become standardized in all grades, and so there developed the grade congresses made up of one boy and one girl representative from each home-room, and one man or one woman teacher from the grade. These congresses dealt only with such grade problems as involved considerable numbers of groups; hence, the autonomy of the individual groups and even of neighboring home-room groups to settle their own problems was always respected.

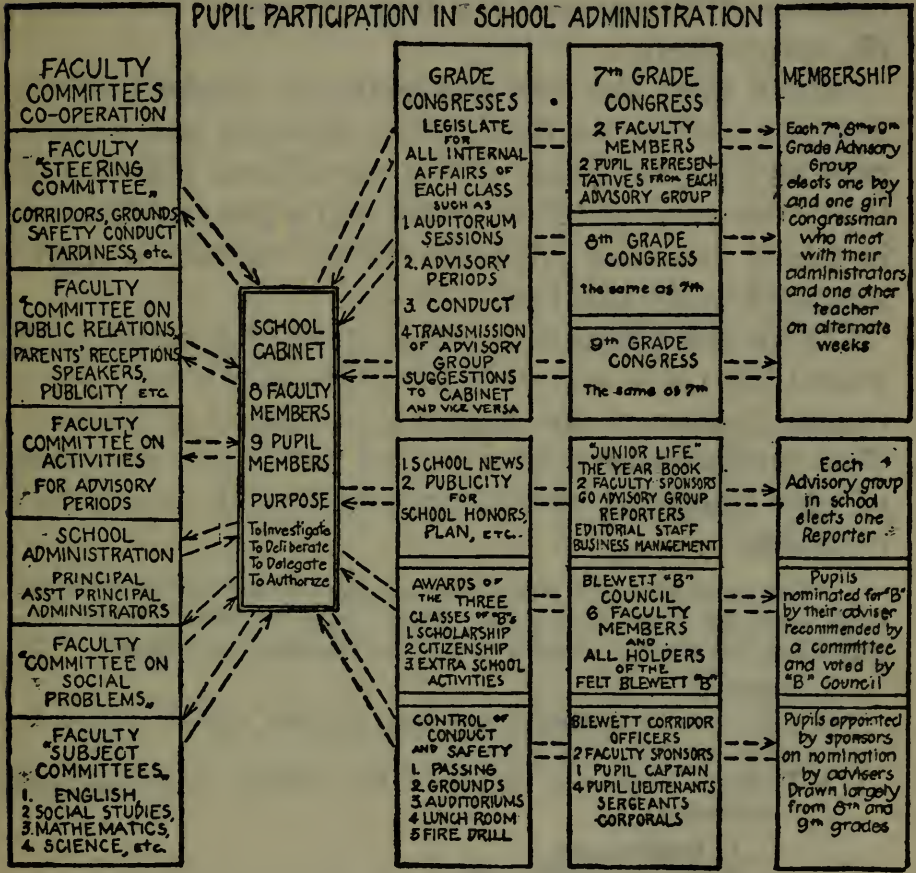
Similarly, the school problems that grew up during the early months were settled by special representative councils; such as, the Blewett Junior Red Cross Council, the Intergrade Athletic Council, the Liberty Loan Council, the school entertainment councils. At one time an abortive attempt at a permanent organization took shape. A "School Senate" was organized, and permitted to die. There was not yet a steady stream of school problems that would justify a central organization.

When in April, one of the school councils, which happened to be made up of two representatives from each Congress and the three administrators took the name Blewett Cabinet, invited the principal and as-



sistant principal to become members and proposed to act as a deliberative and delegating body with no general legislative or executive functions, it was not known whether it would be a permanent organization

PUPIL PARTICIPATION IN SCHOOL ADMINISTRATION



Relation of the Cabinet to the Grade Congresses and Advisory Groups, and to other major school organizations. (From Blewett Life Yearbook, 1920).

or not. It proved, however, to be a happy solution, or a propitious moment, for the Cabinet has carried on vigorously almost continuously from the beginning.

It became evident during the next two years that

there were permanent energetic groups in the school that were not represented in the Cabinet. Invitations were issued to these groups to elect delegates, so there joined the cabinet three teachers from the faculty committees and three pupils from "Junior Life," the Corridor Officers, and the Ben Blewett "B" Council, respectively.

Even then the size and make-up of the Cabinet was not considered fixed. Any vigorous and permanent new organization within the school, whether of faculty or student-body, which had a general interest in school direction might be invited to elect a representative to the Cabinet.

With the continued evolution of the junior high school life there appeared by 1925-1926 a need for a reorganization of the student government at Blewett. This reorganization was carried out by a committee of nine students, three appointed from each grade congress.

"The committee held many meetings to consider the recommendations from the three congresses. After much deliberation they proposed that the Cabinet consist of sixteen members as follows:

1. Principal.
2. Two faculty members, one man and one woman, elected by the faculty.
3. Thirteen secretaries, elected by the students, to represent the following:
  1. Publications.
  2. Corridor Officer Force.
  3. Bank.
  4. Lunchroom.
  5. Paper Collect
  6. Athletics.
  7. Clubs.
  8. Library—Study Halls.
  9. Seventh Grade Congress.

10. Eighth Grade Congress.
11. Ninth Grade Congress.
12. Auditorium.
13. Honors.

"The committee believes that every interest of the school is represented directly or indirectly. The report was referred to the groups and their congresses for criticism. A few additional interests have been discovered and at this writing the matter is again referred to the groups and congresses for final approval."<sup>3</sup>

The following excerpts from the 1920 Blewett Junior Life Yearbook give some accounts, written up by pupils, of the types of activity in which the congressmen and congresswomen of the different grades so wholeheartedly engaged:

**"The Ninth Grade Congress.**—The Junior High School congresses play a very important part in the school organization. They are a big factor in the legislative work of the school.

"A most praiseworthy accomplishment, that the members of the ninth grade congress will always point to with pride, is the beautifying of the school surroundings by the long line of trees that border the school grounds. The grateful shade of these trees in the years to come will make the future Junior High School children bless our present ninth grade congress.

"Our congress looks forward to the concrete evidence of another notable piece of work that they confidently hope to see in the form of granitoid walks that will replace our present gravel walks.

"Valuable new work, vital to our school interests, is taken up at each meeting. Much of the work undertaken will be completed by the close of the term, but any unfinished work will be taken up by the incoming congress.

"The congress is made up of two members from each ninth grade advisory group, whose duty it is to report to their respective groups work that the congress wishes to put before them for consideration. The result of such consideration is reported back to the congress. By such procedure, every student in the school is given a voice in the conduct of affairs in Ben Blewett Junior High School."

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<sup>3</sup> *Junior Life Yearbook, Ben Blewett High School, St. Louis, Mo., June, 1926.*



**“The Eighth Grade Congress.**—This congress has met on the even Wednesdays of the month during the fourth hour. . . . Much important business has been brought before congress for consideration during the year. Some questions were referred to congress by the cabinet, some by the advisory groups, and in one or two instances problems of immediate importance were brought before congress for consideration by a member of the faculty. When a question has been referred to congress by the advisory group, it is carried by the representatives to the cabinet for final action. On the other hand, when the cabinet has referred a piece of business to congress it is carried to the advisory groups by the representatives who report the action of their groups back to congress, where it is in turn acted upon and sent back to the cabinet for final action. In this way every member of the school has voted upon the question before any action has been taken. Some of the more important measures passed upon by congress in the year now drawing to a close were the Safety First Campaign, the Pershing Picture Show, the Drive to Eliminate Tardiness and Lagging, the Support of the French Orphans, and Parents’ Night. Another important duty of the congress is to pass upon the names of pupils who are recommended for citizenship B’s.”

**“The Seventh Grade Congress.**—The congressmen have certain definite duties to perform. In the first place, they keep order in all seventh grade auditorium sessions, where they may be known by the gold buttons which they wear. They bring to the congress meeting, which happens every two weeks, all the suggestions from their class concerning ways in which our school and its life may be improved. The congress then discusses these suggestions and decides upon what matters shall be taken to the school cabinet by their cabinet representatives. Then, too, the Congressmen take back to their individual classes the decisions of the cabinet and congress, and thus keep each class in touch with everything that happens in our school. The congress plans and puts over all drives in Thrift Stamps, Paper Collections, Bond Elections, etc,

“Besides these special duties, the Seventh Grade congressmen are enthusiastic supporters of everything that is good for Junior in the building, on the campus, in the neighborhood, in the entire city, and in our Nation. What they lack in age and experience they make up in ‘pep’ and sticking powers. Their motto is, ‘Let’s put our whole hearts into everything that Junior takes in hand, not only in the Seventh Grade, but in all the grades, because soon we will be Eighth Graders, and in not much time will become the distinguished ‘Nines.’”

In many high schools the basis for representation in the central legislative and deliberative body is not as yet satisfactorily determined. At Cleveland, Ohio, most high school representation is by home-rooms; indeed, this plan seems to be gaining general acceptance. At several schools the grade is preferred as the unit. At East High School, for instance, each twelfth grade semester group chooses four delegates, each eleventh half-grade chooses three, each tenth half-grade two, and each ninth half-grade one.

In favor of the grade plan it is urged that the more experienced and mature upper-classmen should have more votes in the Council than the freshmen and sophomores. It may be pointed out, however, that they do not need more votes, because their greater maturity and experience are a sufficient guarantee of their greater influence in the deliberations of the Council.

In those high schools where pupils gather each day in home-rooms for advisory periods, the positive argument in favor of home-room representation is strengthened. For in such a school, each home-room includes one member of the council who interprets its deliberations to his group and who receives instructions from the home-room group which he can report back to the council. Thus at each council meeting the collective wishes of the whole school are brought together, and so the whole school comes to feel that the council is really its council.

Where representation is by grades, such intimate interaction is improbable. For the larger units come together only occasionally, and the doings of the student council are made known only through the

school paper or special bulletins; such reports are seldom if ever adequately discussed, and the council becomes a remote instrumentality with which individual pupils have little concern. It is true that such councils attempt to ameliorate this condition by inviting home-room groups to send visitors or reports to its meetings. Indeed, in some schools additional council members are chosen with full rights. These additional members sometimes represent the school at large, sometimes they represent athletic teams, debating teams, the school paper, or boys' and girls' clubs.

Conversely, councils representing home-rooms occasionally add extra members from the upper grades since these grades have fewer home-rooms and so may seem to be inadequately represented as compared with the more numerous freshmen and sophomores. Where the home-room representatives are very numerous, the council may be a small body selected by these representatives; however, Central High School with ninety-four members in the Council finds no reason for a select inside body except for the Executive Committee.

At Lincoln, Nebraska, High School, however, it is deemed advisable to establish a similar select body to transact school business.

"The Council is formed as follows: each of the sixty-seven home-rooms elects a member to serve on the home-room representative body. This body selects five of their own number to serve with the principal and two faculty members to nominate forty-four candidates for the Student Council for the year. After nominations are made, a campaign of education is carried on throughout the school. On election day every student and every faculty member is permitted to vote for twenty-two members out of the forty-four. Twelve of the



Council are senior boys and girls; six, junior boys and girls, two, sophomores; and a representative of the school paper and the captain of the athletic team during its season of play. The Council then proceeds to organize by electing officers to hold office for one semester. The Student Council keeps in contact with the entire school through the home-room representative. Anyone may bring school problems to the Student Council for solution. Among accomplishments within the past seven or eight years are the following: soap pumps installed in the lavatories, improvement of street-car service to the building, establishing Color Day, providing caps, arm bands, and the like for big events of the year, conducting mass meetings and, perhaps to be noted most of all, a \$21,000 stadium on the athletic field. This Student Council and the faculty have as their goals the seven objectives of secondary school education. In addition to the Student Council, the high school sponsors a large number of other clubs and organizations open to students on a basis of trial.”<sup>4</sup>

In some of the high schools the student councils are modelled after outside political organizations. For instance, at Longwood Commerce High School the City Manager Plan of the City of Cleveland is the model copied. The “naturalized” voters of the Student City of Longwod Commerce High School elect a Council by home-rooms, and the Council chooses a City Manager after a rather elaborate system of nomination and scrutiny. The City Manager chooses his Cabinet, each member of which is in charge of some one department of school activities.

In six-year high schools there may be two distinct social organizations including, of course, two school councils, one for the junior high grades and one for the senior high grades. The two councils may sometimes hold joint meetings in case of school problems that affect the whole school; or there may be joint committees appointed by the two councils to deal with

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<sup>4</sup> Masters, Joseph G.: “General Survey of Practices: Four-Year and Senior High Schools.” *Twenty-Fifth Yearbook of the N. S. S. E.*, Part II, *Extra-Curricular Activities*, 1926.

such matters as general regulations for the school grounds or the school's participation in larger community drives, and the like. The powers and functions of the two councils may not be parallel.

In the South Junior-Senior High Schools, Cleveland, Ohio, there are two councils, one for the Senior High School with major powers and functions, and one for the Junior High School. At Central High School, Cleveland, Ohio, there is one council for both junior and senior schools, but the senior high school pupils have been dissatisfied with it. At the Lincoln School of Teachers College, where there is one council for junior and senior high school pupils, the dissatisfaction is rather on the part of the younger pupils who find themselves generally allocated to the positions of observers and accepters of the superior wisdom and actions of the older pupils.

**Desirable Functions of the Student Council.**— Student councils frequently are assigned many monitorial and disciplinary duties such as are much better cared for by home-room groups or special organizations like corridor officers. More legitimate are such functions as the chartering of clubs, approval of their budgets, allocations of general school moneys, running the lost and found office, supervising the planning of social affairs, promoting the solution of school problems, adopting resolutions expressing school attitudes, limiting, if necessary, the amount of participation of individual pupils.

The council may properly deal with serious problems involving students belonging in various home-rooms. One winter the practice of snowballing by students of the Lincoln High School of Kansas City,

on the way home from school, was brought up before the Student Council for discussion.

"Several members vigorously opposed its consideration on the grounds that the Council was overstepping its authority. In the discussion, it was revealed that these students had been snowballing and for that reason were loath to have the Council take up the matter.

"These students had recognized the principle that in no phase of student government can the leaders be insincere. The student body watches them closely, and in general student opinion forces the leaders to practice the doctrines which they preach. The leaders soon recognize that they cannot hold the students to one standard of conduct and not observe it themselves. If other students cannot snowball, they cannot snowball; as a result, they are forced to conform to these standards and are made to feel the effect of student opinion when they fail to do so.

"This student opinion has another effect on the development of the leader. He tries some solution which student opinion does not favor and meets with stubborn opposition on the part of the student body. The effect is that he is made to realize that he is one among many and that his success is measured by his ability to carry the group with him. He is, therefore, forced to take the group into account when he considers problems, and an important quality of leadership is developed—the acquisition of a social viewpoint.

"In successful student government the student is made to feel that it is his school, and in some ways it depends on him for certain things. He feels the school's successes are his successes and the school's failures are his failures. Such an attitude in a serious student develops an essential quality of leadership, initiative. He feels that it is his duty to be on the lookout for ways and means to better the school, and under wise guidance he is encouraged to bring his problems to the proper authorities. If his plan is practical, it is put into effect, and he is given the satisfaction which comes with successful achievement."<sup>5</sup>

**Summary.**—The efforts of progressive secondary school administrators and teachers to give as much responsibility as possible to the students themselves have as their goal the development of initiative and preparation of young people for social usefulness and

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<sup>5</sup> Mayberry, Burt A.: "Training for Leadership by Means of Student Government." *Journal of National Educational Association*, June, 1925.



the enrichment of their leisure-time activities. The smooth conduct and wise direction of the great number and types of school organizations that foster creative school-control by means of students' own activities make it probable and desirable that central legislative bodies should be formed. It cannot be too emphatically stated and reiterated, however, that the councils by whatever name they are called are instruments of expediency. The ninth grades congress, for example, exists to carry on those functions of government that the local units cannot adequately care for themselves; these functions include (1) such general legislations as will forestall group conflicts by providing standard procedures and regulations applicable to all groups and individuals, (2) such special legislation as is necessary to resolve conflicts of interest that may develop, and (3) direct control of those aspects of community life that supervene the interest of any one group. Thus a ninth grade congress might well (1) legislate regarding precedence of privileges in ninth grade assemblies, (2) decide whether the responsibility for the after-school condition of locker-room A belongs to Mr. Smith's home-room group or to the Stamp Club which uses Mr. Smith's room after school and (3) deal with the problem of the ninth grade's contribution to a school pageant.

Similarly a student council might legislate regarding (1) what stairways will be used by what groups for passing between classes, (2) whether the orchestra or the glee club may use the music room for rehearsals, (3) the care of school grounds during the weeks of spring when the ground is soft so that special precautions are desirable, (4) the allocation of funds

gained from a school entertainment or general organization drives, to the several school organizations or for other school purposes, such as pictures for the auditorium, or shrubbery for the school grounds.

However, taken all in all, Jefferson's dictum, "the less government the better," holds good. Central government must be supreme (except for faculty veto), but it is not of primary importance. Its supremacy is a matter of expediency; some legislative body must be able to compose differences authoritatively. In an ideal society, it would have little to do.

It follows that it is of utmost importance that the channels of communication between the congresses and councils, on the one hand, and the student body, clubs, home-rooms, publications, assemblies, on the other hand, should be kept freely open. Indeed, the members of Congress and Council should first of all be representatives of the bodies they represent and should report for information and instruction to the groups before and after each congress or council meeting. Obedience by pupils to laws in the making of which they have not had a voice, may make for docility, it certainly does not make for voluntary compliance with what is recognized to be "the will of the majority."

The form of organization, even the groups represented in the council, should be developed experimentally and the guiding rule should be expediency. It may be objected that expediency is not a safe rule for approach to an ideal. But whoever is acquainted with the progress of democratic society and government must realize that it is the business of expediency

so to manage circumstances as to make ideals and reality give significance to each other. In school situations differences of interest are bound to arise; such groups as the editors of the school papers, the corridor officers, the Honor Society, the Varsity Club, may develop social consciousness and a purposeful program that may run counter to that of the Council. Or a faculty committee on assemblies, or on community relations, or on club membership may launch a program that competes or collides with one that the Council may be considering.

Here are situations that call for tact and social leadership. If conflicts are temporary, the council may invite representatives of the competing groups to sit in conference; if conflicts are likely to be recurring, it may be well to invite the group to elect a regular representative to the Council. Thus will the program of the school's democracy be worked out empirically and realistically.

### Study Problems

1. The technics of civilization constitute the social heritages. They are the media which creative energy uses. Show that this is true of the alphabet, of Arabic notation, of parliamentary procedure, of due process of law, of the recognition of the individual's right to his self-expression. Is the school unconsciously guilty of passing on social technics that our civilization has renounced?

2. "Uniformity has always been the reliance of the aristocratic temper. . . The democratic principle in action is never a formation of any kind, but rather



a mode of associated life." (Miller and Hargreaves: *Self-Directed School*, page 9). Show that the first statement was still true of Prussia until 1918. How true of America is the second statement in 1926? How true of the conventional school? Of the junior high schools discussed in Junior High School Practices? What else might the junior high school do to promote the democratic principle?

3. Is there opposition between individual self-expression, and social control? Between integration and differentiation? between herd instinct, majority ignorance, folk-ways, and taboos on the one hand, and scientific attitude, self-reliance, unconventionality, iconoclasm, on the other hand?

4. "How numerous and varied are the interests which are consciously shared? How full and free is the interplay with other forms of association?" (Dewey, John: *Democracy and Education*, page 96). Do you know of a school community that approaches this implied standard?

5. Can you set up about five desiderata or standards by which could be judged the success of a school's social organization?

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## CHAPTER XII

### School Social Problems

“. . . . Interest in community welfare, an interest that is intellectual and practical, as well as emotional—an interest, that is to say, in perceiving whatever makes for social order and progress, and in carrying these principles into execution—is the moral habit to which all the special school habits must be related if they are to be animated by the breath of life.”<sup>1</sup>

THIS moral habit is the bed-rock of school control of social behavior, social attitudes, social skills, social readiesses. “Apart from participation in school life, the school has no moral end or aim.” In any school organized and sincerely operated in such a way as to reproduce within itself typical situations of social life many problems are found which challenge the more alert members of the faculty and the student body. As participations by pupils and teachers in the solution of school problems become more frequent and as social approvals of such participations are voiced by principal, by school paper, by parents, by assembly programs, and by other agencies, such socially desirable behavior becomes the mode. Much of the time, indeed, the enjoyment of participation in some school-project may become almost universal among pupils and teachers, and not uncommon among parents and community leaders.

In most well-planned schools, institutional and general social needs serve as the basis for student organization. At the Holmes Junior High School, for example, the entire student body composes the In-

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<sup>1</sup> Dewey, John: *Moral Principles in Education*, pp. 15-17. Houghton Mifflin Co., 1908.

dustrious Civic Union, of which the home-room "chapters" elect representatives to administrative committees and departments charged with various community functions. One department is responsible for the care of the school, personal, and neighborhood property. Lyman cites one of the repair clubs related to the Department of Public Works, which was established to repair curtains and desks, and to do similar little jobs that develop in the school community:

"The writer saw members of the Repair Club called in to restore a 'dark curtain' which fell from its roller during a general assembly period. They climbed on step-ladders, fixed the curtain, and removed the débris while not so much as a single eye of the three hundred children in the room appeared to be turned in their direction. Citizens doing their duty in a normal way attract no attention."<sup>2</sup>

Lyman also tells of the Department of Social Welfare which consists of the Bureau of Social Welfare. The duties of this last bureau consist largely in seeing that the various organizations coöperate in welcoming new pupils and in paying suitable attention to pupils who are in social need.

". . . . For example, the fifty-three home-room representatives of this department are charged with the duty of making careful note of all absentees in their respective rooms. The Blue Print Club makes absentee cards. The Botany Club gives some of the flowers which it gathers, so that the Bureau of Social Welfare may send them to every member of the school who is absent through illness. A representative in every class telephones the assignments to the children who have missed them for some good reason.

"The Bureau of Social Welfare also takes over the duties of helpers for the teachers. If a teacher is absent and no substitute appears, a lieutenant of the Bureau of Social Welfare in the room automatically assumes control of the class and conducts the lesson. If there is a substitute teacher, it is the duty of the lieutenant to help

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<sup>2</sup> Lyman, R. L.: "The Guidance Program of the Holmes J. H. S." *School Review*, Vol. XXXII, No. 2, February, 1924; reprinted in Lyman-Cox: *Junior High School Practices*.

her in every way possible; in such an emergency he is the society's discipline officer. Another function performed by these officers is taking charge of tardiness. At the front entrance of the building there is a 'late room,' to which every tardy pupil reports at once. Still other duties of the various branches of the Department of Social Welfare are ushering at parents' meetings, promoting financial enterprises, and aiding the principal and the teachers in emergencies. In general, the civic organizations supply the leaders who automatically take charge of their groups when unusual and unexpected situations arise."

**How a Social Problem May Be Utilized for Democratic Practices.**—A concrete illustration of school coöperation may show how a school project developed at Blewett Junior High School in 1917. In March one advisory group raised the question of a parents' night to show the organization, buildings, and class procedure to friends in the community. The advisory group instructed its delegates to the grade congress to propose this at the next meeting of this body. The congress discussed it and made definite recommendations to the Cabinet. Here the varied suggestions as to time, the nature of the occasion, the questions of who should be in charge, what permission would have to be obtained, etc., were discussed, and the whole matter was referred to the class congresses, with full power, but with the suggestion that as many groups as possible be given the privilege to volunteer assistance. The grade congresses elected a joint committee on arrangements which requested the student officers, the orchestra, the nature-study clubs, the School Gardens Club, and other organizations to take responsibility for tagging the guests, ushering them about the buildings, guiding the passing, arranging the entertainment, and infinite other tasks that presented themselves. Permission for using the building, requisitioning of extra chairs, placing of tables, arrang-



ing of exhibitions, and all expenditures of money the joint committee accepted as its responsibility. Each advisory group and each recitation group were eager to show the parents how the new class methods worked.

Needless to say, with so many pupils with a direct stake in it, the parents' evening was a great success. It was estimated that over 90 per cent. of the pupils returned voluntarily to the evening session and that fully fifteen hundred guests were in attendance. In civics and history classes, particularly, the parents became so interested in hearing modern social and economic problems argued that they could not keep out of the discussion—they agreed, they disagreed, they offered information, they asked questions. The student chairman recognized them in turn and asked the pupil questioned to defend or explain his statement, or courteously thanked the guests for furnishing needed information.

The societies and individuals to whom tasks were assigned reported back to the joint committee, which reported in turn to the grade congresses and to the Cabinet; thanks and congratulations were showered about. And then attention turned to something else—for stress was always put on things to be done, not on what had already been accomplished.

It may be objected that this was a very roundabout way to get a simple thing accomplished. The teachers could have directed a parents' night with much less fuss and with surely no more work, for they had in this case to advise and "head off" over-ambitious or unwise projects without number. But, after all, the reason for giving the parents' night was not so

much to have a brilliant affair or a smoothly conducted meeting as it was to give the children an education in the way a democratic society should conduct such an affair—an education through actual practice and achievement.

At the Washington Junior High School of Rochester, N. Y., the "School Community," the federation of home-rooms, aims to promote a school spirit of conscious coöperation attained through participation in the community life, to the end that every student may assume his share for the success of public campaigns both within and beyond the school.

**Social Problems Are Not Always Recognized as Such.**—School social problems are present even in the most mechanical and reactionary schools. Indeed, such matters as breaches of discipline, tardiness, truancy, care of text-books, moving through the corridors, distribution of supplies, care of school grounds, and the like, frequently so absorb the time of inefficient or inexperienced administrators that little energy is left even to conceive them as social problems, much less to exploit them as opportunities for pupil participations. Abstract mathematics and linguistics, factual and verbal history and science are difficult to control except on a basis of job-assignments and imposition of teacher authority, supported by various extrinsic, "tail-twisting," punitive instruments like home-reports, detentions, scoldings, and suspensions. Many principals and teachers have themselves grown up as pupils and teachers in this artificial school environment with its intrinsic meaninglessness, docility on the part of "good" students, and "laziness" and disciplinary infractions on the part of "unsatisfactory"

pupils. Such teachers find it hard to adjust themselves to the new demands for constructive discipline and a creative school control.

But if education is truly conceived, there is no possibility of personal punishment of a pupil by the principal or the teacher. If a boy or girl has misbehaved he has interfered with his own personal welfare, or he has compromised the school welfare, or both. If the first case, he needs counsel, perhaps restrictions; if the latter, he needs to feel the social disapproval of his fellow pupils. The principal as autocrat is quite unable to punish a pupil unless the school community supports him. Detentions, low marks, even corporal punishment are lightly borne by any normal pupil who believes that the student body is admiring him because of the principal's hostility.

Often school-men are amazed at the failure of students to respond to an invitation to name the thief who is stealing pupil's property and whose identity is known to some or many honest pupils. At first glance it is astounding. But the students' code which taboos "squealing" or "tattling" is based on a conception that the principal or teacher is automatically the one hurt by infractions of discipline, and that fair play demands that spectators give him no assistance in hunting down his quarry. This traditional attitude dissolves pretty surely when once the students accept responsibility for safety of personal property. There are not needed formal "courts" before which "prisoners" may be haled. Pupils will carry on a system of self-protection against thieves, against rowdiness, against cheating, against misuse of school property, against abuses of privileges *when once they feel that*



*these offenses are truly directed against the welfare of the school community.*

Perhaps this seems like putting the cart before the horse, since the activity of pupils in suppression of evils is dependent upon and must perforce follow the attainment of a creative school spirit, a pride in the good name of the school, a consciousness that the contributor to school undertakings is worthy of approval and emulation. This spirit, however, grows out of practice in right behavior. Creative school control proceeds by making the good contagious. Once this positive desire for common welfare is set up the repressive program needs only guidance to see that pupils do not carry it too far.

**Readiness of Pupils to Accept Responsibility.—**In one school an important student official, who was freed from certain class-room or study-hall attendance to carry on the work of his office, used this time to gamble in the boys' toilet-room. This state of things was almost immediately known among the students, and the charge was made by one student in advisory period and later by another student in the organization of which he was an officer. This official's resignation from office and from membership in the organization had been accepted before any member of the faculty knew about the trouble.

In another school, the treasurer of a student publication lost some money belonging to his organization. His resignation was demanded and only faculty interference in his behalf saved him from being humiliated beyond all desert for his carelessness.

In a junior high school, the schedule was so arranged that the first few minutes of school were of

great significance to every advisory section. It was then that reports were made regarding competitions, ticket sales, subscriptions to the school paper. Tardy pupils could not make their reports, or carry on other assigned duties. Hence, there was always danger that one's resignation from office would be demanded if he were often late.

Competitions between advisory groups for best records of promptness have been even more effective. The teacher who coöperates in the effort to improve such a record becomes an ally of the group. In one school, letters were sent to tardy pupils' homes, written or filled out by the class secretary, calling attention to the delinquency and the unhappy plight of the pupil and of his class-mates, and asking the parent to accept blame for the tardiness if the child were not at fault, so that the class would not hold him responsible. Almost immediately all unexcused tardiness stopped.

**Pupils Should Be Encouraged to Examine Accepted Modes.**—Too long has recognition been given almost solely to the inculcation in the youth of habits and attitudes that will affect later behavior. Doubtless, youths even at high school age are still very impressionable to indoctrination; they can, therefore, be trained to solve social problems by being drilled in correct responses to specific social situations. But there are two great shortcomings to indoctrination. In the first place, error as well as truth may be taught, and so become an evil. Such errors may, indeed, become second nature; there may result an uncritical belief or an established mode of behavior, criticism of which or non-conformity with which is bitterly re-

sented. In the second place, even though the trained response is desirable, inculcated responses are specific; seldom are they generalized so that general modes of behavior are affected. The boy who is courteous on demand frequently ceases to be courteous when the demand is no longer present.

The creatively controlled school doubtless indoctrinates and inculcates such beliefs, habits, attitudes as all intelligent, educated men substantially agree upon; courtesy, integrity, physical health, human brotherhood, the universality of law. Each of these traits is inculcated in response to many specific typical needs. All school social undertakings require some or all of these inculcated qualities, which provide an adequate code and incentive for great and noble living.

The activity of the students in planning their attempts to solve school problems, however, should be premised on the proposition that any faith or opinion that any one holds is open to examination. The creative school must promote readiness to challenge any and all accepted modes and to propose substitutes. This is the essence of creativeness; without it there can be no progress.

**The Speyer School Experiment in Leadership.—**At the Speyer Junior High School, Rosenthal and the boys, who worked out the physical education and leadership programs, had first to break away from the standardized concept of what physical training is, and later from the concept that a leader, if duly elected or appointed, may act as a czar.

Said Mr. Rosenthal, the director, "I knew and the boys knew that most of the fun of having real, good, hard games comes on the street after school with the gang in the block. One or two of the



fellows, usually the 'choosers,' acted as leaders and as long as nobody interfered and the ball lasted and the policemen kept away, we had a wonderful time. This was proof to me that boys could organize themselves. To get started in the gymnasium, all that was needed was the spirit of the street. The first day I had to lend a basketball and an indoor baseball set. The boys began to learn better those games they already knew, and I taught them some new ones. Equipment was necessary. By organizing an athletic association with dues of twenty cents a semester, the two hundred boys, by clubbing together, could buy forty dollars' worth of material." . . . .

"The first step was to secure leaders—not bullies, but real leaders. . . . If the leaders failed, everybody had a dull time. The boys in each class were asked therefore to elect two leaders whom they would respect, whom they at all times would be willing to obey, and to whom they would give the right to mark them in their gymnasium periods for the month."

. . . . .  
"The Leaders Club was a serious affair. . . . One peculiarly able leader was tried on the charge of attempting to become a dictator. . . . A. B., physically of diminutive size, was leader of his class for two consecutive terms. He was known as a capable public speaker and leader. . . .

"He aroused the antagonism of practically the entire class one day when he gave the class almost a complete half hour of march drill, as a result of slight inattention. At the next weekly leaders' meeting, a petition was presented to the Leaders Club, requesting that Leader A. B. of Class C2 be compelled to resign. Leader A. B. was called upon to defend himself. As the class had appointed a committee of five to present the petition and answer all questions, quite a representative body was present to bring back a report of A. B.'s defense. This speech of defense is memorable. 'Fellows,' he started in, 'I know I am a member of the Leaders Club against the wishes of my classmates, but my class is not the entire school. Whatever I have done has been for the good of the class. I did not work directly for myself or my class, but all my efforts as a member of the Leaders Club were for the good of the school. As a monitor, as an editor of the *Odz-and-Ends*, as a leader in the Liberty Loan and Red Cross drives, all my energies were devoted toward having Speyer School achieve the highest records. Indirectly, the class and every fellow in the school were benefited. My task in the 'gym' comes as a part of every leader's duties, and you fellows know that I have tried to do my level best, always keeping in mind that it was for the good of Speyer as a whole. Whatever improvement is made in each fellow, results in a better

class and a better school. Therefore, in casting your vote, you will decide whether each leader is to consider the good of the school first, then his class, and lastly, himself; or first himself, then his friends, then his class, and, finally, the school. I will admit I perhaps neglected my class-mates and as a result, as they expressed it, may have shown signs of 'swell-headedness'; but I have learned my lesson.'

"Quite a heated discussion followed upon the theory of the school leader as set forth by A. B. Those in defense of A. B. contended that every leader must consider himself a leader for the school, that each leader must make every action be for the credit of Speyer, that a leader elected by the Leaders Club assumes all the powers and shoulders all the duties and responsibilities of the Speyer School leader. The committee of his class finally narrowed their argument down to the unfitness of A. B. as a leader in so far as he had become too 'swell-headed' and 'stuck-up.' This committee could not see how A. B. was working for the school, for they considered that while his actions were for the good of the school, he was too dictatorial. A motion to the effect that Leader A. B. of C2 be placed on parole for one month was made, seconded, and carried. A. B. had been educated in one phase of practical leadership; and the Leaders Club and class committee were convinced that there was only one type of leader that was worth while; this type was the School Leader.

"The sadness, fights, and heartaches that came with leadership were unending, yet the sense of responsibility grew.

"Three things seem to stand out in the work of the Leaders Club: Coöperation, group responsibility, and the necessity of setting a pattern for the other boys. The boys found in their equipment and in their games and tournaments that coöperation paid. When fifteen cents was taken out of the window fund to pay for a window through which a boy had batted a ball, it meant fifteen cents less athletic equipment for the group. The result was that every broken window was paid for, but breaking a window became socially a 'high crime and a misdemeanor.'

"'Setting the pattern' troubled the boys greatly. What should a leader do? The vagueness of their thinking troubled them. There were endless discussions. They asked: 'Shouldn't a leader have any fun?' 'Should a leader be a little tin saint?' Here was a need of finding a new kind of fun.

"This expressed approval and disapproval, this effort of the leaders to be real leaders, had behind it something intangible, something bigger than could be expressed in any words the boys could command. In talking of this Mr. Rosenthal said: 'Without doubt all the things accomplished would have failed if the spirit behind these

accomplishments had not been right. I felt that this spirit in the boys to which I appealed stood for everything that was fine, something ideal, something that transcended all our good deeds, yet something that could be expressed only in the doing.' The boys struggled for some expression of what they came to call 'the Speyer Spirit.' Editorials in the school paper *Odz-an-Endz* tried to set it down in words. The boys in expressing disapproval of an action said, 'A Speyer boy would not do that.' More than once, the boys have asked me, 'Just what do you mean by spirit?' It was hard for me to make a clear reply. When I did try to define it, I found I was to a very great extent, giving what is contained in the oath and laws of the Boy Scouts of America. In my work as a Scoutmaster and in my experience as director of boys' work in the East Side Settlement, I found myself substituting the word *law* for *spirit*.'

"At the end of all the work stood the Speyer 'S' and a graded series of lesser insignia. These insignia served as visible recognition that the winner had met with a fair degree of success in living 'The Creed.' The requirements for the 'S' were clear and definite. Every boy had a copy of the 'Requirements.'

## REQUIREMENTS FOR THE SPEYER "S"

### PHYSICAL EFFICIENCY

	Points
1. Making one or more of the class teams.....	10
2. Making one or more of the school teams.....	15
3. Doing ten practical exercises in perfect form with ease....	20
4. The correction within six months or marked improvement of any physical handicaps relating to eyes, nose, skin, throat, feet, etc. ....	10
5. Demonstrating a knowledge of at least five offensive and defensive movements in wrestling and boxing, respectively..	10
6. Appearing at least twice a week at recreation periods regularly for a period of four months every term.....	15
7. Retaining perfect posture while standing, sitting, or performing any exercise for a period of six months and receiving a mark of not less than eighty from the leaders.....	10
8. Bringing evidence from parents and guardians that immediately upon arising in the morning a cold shower, wet cloth rub or air bath with deep breathing exercise is practiced..	15
9. Presenting evidence of having attended group hikes, covering from fifty to 100 miles, or attending a gymnasium or other playground regularly two times a week for five consecutive months .....	20



## SOCIAL EFFICIENCY

1. Being a member of one or more clubs with a record of attendance for the term of fifteen meetings for each term..... 10
2. Acting efficiently as an official in any club for an entire term or doing some conspicuously meritorious work..... 10
3. Getting a mark of eighty or over in sociability from the leader 15
4. Knowing the first and last names and speaking more than once to fifty pupils in Speyer School outside of those in his own class ..... 15
5. Convincingly proving that he has helped at one time or another at least five different schoolmates in their studies, habits, or athletics ..... 20
6. Work done with any single individual resulting in marked physical, mental, or moral improvement ..... 5-20
7. Being especially helpful in any way to a teacher for a period of not less than four weeks ..... 20
8. Being the prime mover in the organization of a group leading toward higher ideals mentally, morally, socially, or physically in one or more special fields ..... 25

## MENTAL EFFICIENCY

1. Having a record of no 'D's' in any subject (unless just cause can be given) for a period of four months..... 25
2. Receiving from the leader a mark averaging not less than eighty for four consecutive months in "ability to act in a crisis" ..... 15
3. Reading at least 60 per cent. of the books listed and being able to answer correctly questions as to the contents..... 40
4. Submitting an original set of five educational exercises to be practiced at home ..... 15
5. Submitting in writing at least five practical ways in which he thinks the course in Physical Education and Hygiene can be made more interesting or better in any way as regards Hygiene Lectures, Athletic Drills, Clogs, and Dance Steps, Games, Recreation Periods, Tournaments, Leadership, Order and Apparatus Work ..... 25
6. Composing a school song or cheer which is adopted by the school ..... 20

## MORAL EFFICIENCY

1. Receiving from the leader a mark averaging not less than eighty in "fair play" and "self-control," respectively, for the term ..... 20

- 2. Receiving from the leader a mark averaging not less than eighty in "courage" and "clean-mindedness," respectively, for the term ..... 20
- 3. Bring absolutely convincing proof endorsed by parents and teachers showing a gain of five good habits regularly practiced for at least four months ..... 20
- 4. Showing evidence whereby he helped arouse the opinion of the class against an individual or a group of individuals who by actions or words tended toward the setting-up of bad practices ..... 20
- 5. Writing a digest of not less than 100 words as to what his idea is as to the make-up and practices of a courageous, fair and square, self-controlled and clean young man, keeping in mind the two minute talks during the gymnasium periods and what he has read ..... 30

GENERAL REQUIREMENTS

- 1. In order to gain the 'S' students must work toward a total of 380 points.
- 2. The above points are divided into two divisions, the required and the optional.
- 3. The required number of points is 280, consisting of at least seventy points in each division, as: seventy points in physical, seventy points in social, seventy points in moral, and seventy points in mental.
- 4. The optional 100 points remaining may be gained without reserve under any of the other divisions.
- 5. To those students gaining a total of 380 points, the Speyer sweater will be awarded."<sup>3</sup>

**Consideration of the Citizenship Awards at Lincoln School.**—At the Lincoln School of Teachers College outstanding pupils were given citizenship insignia, a button or pin. The pupils decided by ballot who were the best citizens, and those who stood in the highest 15 per cent. were awarded insignia. The ballot used by the pupils follows.

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<sup>3</sup>Fretwell, E. K.: "Education for Leadership." *Teachers College Record*, Vol. XX, pp. 324-352. Reprinted in Lyman-Cox: *Junior High School Practices*.

## CITIZENSHIP BALLOT OF THE LINCOLN SCHOOL

<p style="text-align: center;"><b>SPORTSMANSHIP</b></p> <p>Is a good loser; wins without conceit or boasting; knows the rules of the game; plays fair; controls his temper; disdains "squealing."</p>		
<p style="text-align: center;"><b>FELLOWSHIP</b></p> <p>Is an optimistic, cheerful companion; values friendships; recognizes and extols the good qualities of others; is tactful and kind of other's faults; avoids snobbishness.</p>		
<p style="text-align: center;"><b>LEADERSHIP</b></p> <p>Accepts responsibility; inspires confidence; keeps mind on task rather than on self; promotes team work; sees a task through; weighs effect of act on future policy; has initiative; has energy; suppresses grouching.</p>		
<p style="text-align: center;"><b>HONESTY</b></p> <p>Is truthful; accepts deserved blame; free from prejudice; rejects gossip; despises thieving.</p>		
<p style="text-align: center;"><b>PRIDE IN THE APPEARANCE OF SCHOOL</b></p> <p>Keeps locker and cloak room in order; neat in personal appearance; picks up waste papers; discourages crowding in halls and elevator; is helpful to visitors; avoids unseemly haste.</p>		
<p style="text-align: center;"><b>SENSE OF ECONOMIC VALUE</b></p> <p>Realizes the value of things; careful of his own property and that of others; realizes that someone has earned and saved to produce all material goods; economizes time; is thrifty.</p>		
<p style="text-align: center;"><b>FOLLOWERSHIP</b></p> <p>Recognizes responsible leadership; values expert opinion; respects past experience; sacrificing of self for the sake of the task; cooperates cheerfully for the good of the group; works faithfully on committees.</p>		



CITIZENSHIP BALLOT OF THE LINCOLN SCHOOL—(Continued)

<p style="text-align: center;"><b>COURTESY</b></p> <p>Actions are prompted by an unconscious kindness of heart rather than mere social forms; deference to elders; helpful to those younger and weaker.</p>		
<p style="text-align: center;"><b>LOYALTY</b></p> <p>Discourages "knocking"; encourages criticism which purposes to improve; has faith in the possibilities of the group; promotes school spirit.</p>		
<p style="text-align: center;"><b>OBEDIENCE</b></p> <p>Abides by regulations of the school; recognition of authorities; namely (1) teachers, (2) pupils in charge.</p>		
<p style="text-align: center;"><b>TRUSTWORTHINESS</b></p> <p>Has sense of responsibility; keeps his word; can be trusted without supervision.</p>		

Many of the older and more sophisticated students of the school became dissatisfied with the manner of awarding honors; some, indeed, believed that any honors awarded or accepted for conduct that should be a part of the daily life of the person of breeding and fineness were objectionable. They pointed out that quietly efficient students got few votes; whereas, obvious and officiously efficient ones always were honored. In the Student Council this matter was argued at length; it was referred through the delegates to the advisory groups. But no clear consensus of opinion could be found for or against the citizenship insignia. Finally, the matter was debated before the whole school assembled in "Town Meeting," the President

of the Council acting as moderator. The majority of the junior high school favored the insignia and by their numerical superiority outvoted the senior high school, a majority of whom wished it to be discontinued. At last a compromise was reached; the insignia was abolished in the senior high school and continued in the junior high school. How the Student Council and later the student body dealt with this matter is taken up in Part II, Chapter IX.

**Evolution of Insignia Awards at Blewett Junior High School.**—At Blewett, there had been inherited from college and high school practice the award of letters to athletes who made the regular major teams, the only restriction for eligibility for team membership being avoidance of actual scholastic failure. As a result the boys who were given the most conspicuous school honors—the right to wear the felt “B” on their sweaters—were sometimes not the boys of which the school was very proud.

In addition to this fact, the girls and the woman physical education teacher complained that this honor should not be limited to the boys. At first the changes proposed included merely the recognition of members of girls' athletic teams as candidates for the felt “B,” and a faculty committee, of which the physical education teachers were members, was appointed to study the question. This committee sought to sound out the pupil sentiment by presenting the problem to the cabinet, the grade congresses, and the home-room groups. In raising the question for discussion the conditions for winning the Speyer “S” were explained.

Quite to the surprise of the committee, the non-athletic, but very active, pupils became vocal. They

requested that the felt letter be awarded to all who made outstanding contributions to the school's welfare. The reasonableness of their demands and their effectiveness in presenting them resulted in a very radical departure from common practice. The committee recommended, and, after thorough discussion throughout the school, the cabinet adopted a plan whereby the insignia could be earned in three fields, scholarship, citizenship, and extra-class activities, including athletics.

The plan of cumulative insignia in use by the Boy Scouts was the basis of the new system. Pupils after a minimum of twenty weeks might win the bronze button or pin corresponding to the "tenderfoot badge"; after another half year they were eligible for the silver pin or button, and only after at least sixty weeks of continued and increasing merit were they eligible for the felt "B." The letters differed in form for the different fields; for scholarship an old English "B," for citizenship a block "B," and for extra-class activities—football, debating, orchestra, and the rest—a Roman "B." Each nomination for a citizenship "B" had to be sponsored by the home-room group and the grade congress; for the extra-class "B," by the team or other organization to which the pupil belonged; for the scholarship "B" the nomination depended on the marks earned. After nomination, however, each candidate's record in all phases of citizenship, scholarship and extra-class activities was examined by a committee of the Blewett "B" Council, made up of those who had earned the felt "B." In every field of Blewett life the candidate must be at least an average pupil, and, of course, in



one field he must excel. Thus, the school's highest honor was awarded not only to athletes, but to outstanding citizens and scholars as well. Furthermore, no one could win the honor by excellence in athletics, debating, scholarship, or general civic participation, alone; he must be a positive, active contributor in his classes, in civic affairs, and in some extra-class activity as well.

The designing of the pins was in itself a school problem. Competitions for ideas and for their execution in design were conducted throughout the school, and the honor of making such contributions was eagerly sought by the pupils.

### Social Problem Schedule at Blewett

During the early years of the Blewett Junior High School each committee of subject-teachers sought to vitalize the content and methods by launching projects related to school activities. As a result there developed so many curriculum-activities involving the social life and interests of a majority of pupils, that protests were made by student-members of the cabinet. The pupils themselves pointed out that in the first weeks of the new school year earnest school citizens were being encouraged to participate in safety-first campaigns, thrift drives, school and room elections, and the like to such an extent that they must either decline to exert themselves in some or all of the undertakings, or else slight their regular class work. A committee was appointed to request the coöperation of the faculty in meeting this difficulty. As a result, a committee representing both faculty and pupils worked out a schedule for emphasis on one or

another social problem. The mathematics and the English teachers, for example, had launched a thrift drive, so thrift was given the right-of-way for the first five weeks. Since one drive had been started, other groups of teachers were asked to postpone pressing their own projects and to coöperate positively, so far as feasible, to promote that particular campaign in accordance with an announced plan, under the leadership of the English and mathematics departments.

The joint committees, representing the cabinet and the faculty, proposed for formal adoption by the faculty, the following schedule of Social Problems, the preamble of which stated: "Conservation as a means of serving society is one of the most urgent needs; therefore, our choice of social problems."

First came a Thrift Campaign from September 22nd to October 27th. The English department had general charge of this campaign, and conducted contests of speeches on thrift both within the grades and for the entire school. There were also several auditorium sessions devoted to the subject, and English classes wrote articles on the subject of thrift for the school paper. A Thrift Stamp purchase desk was opened under the direction of a mathematics and commercial teacher during this time, which developed a permanent savings group of several hundred accounts.

From October 27th to November 24th a Safety-First campaign was carried on. Several departments coöperated in this movement; science, civics, shops, mathematics, home economics, and drawing. Class exercises were devoted to such subjects as safety in the home, on the streets and in the schools; industrial

accidents, safety inventions and devices; compensation laws; insurance; common sources of accidents; protection through social organizations; social, economic and industrial effects of accidents. The science department conducted auditorium sessions in each grade during the week of the city-wide Safety First Campaign sponsored by the St. Louis Chamber of Commerce.

During Thanksgiving week the Social Service Club together with the advisory groups throughout the school prepared and distributed Thanksgiving baskets to the institutions and needy families in the community.

As the mid-year reorganization of the school was approaching, the last five weeks of the first half year were given over to a general consideration of policies and standards for election of officers. The aim was to develop more fully a feeling of individual responsibility for the welfare of Ben Blewett through a wise selection of officers.

In coöperation with the departments of social studies and English the advisory groups discussed what constitutes a good officer, a good voter, a good citizen; who is responsible for the result of an election; whether rotation in office is preferable to the reëlection of efficient officers; whether officers should be elected subject to recall.

During the first five weeks of the second semester there was a campaign for conservation of school property and materials sponsored by the mathematics, home economics and shop departments. Subsequent to this was a spring campaign which consisted of the appropriate celebration of Arbor Day, and a coöpera-



tive endeavor to beautify the Blewett school grounds and community. Then followed a health campaign in which the science, home economics, and physical education classes participated. Finally with the close of the year came a campaign for saving time and energy motivated by preparation for the approaching examinations.

**The School Library as a Social Problem.**—Another common social problem is the school library. Library rooms are common in all modern buildings; part-time or full-time librarians are much more common than they were a decade ago. But seldom is a school library so well equipped with reference and supplementary books desired by the teachers of all the different subjects, or so well staffed that the most efficient service can be rendered by the librarian working alone, even though she be relieved of clerical detail. And if one welcomes opportunities that are dynamic and intellectually worth-while for student-teacher coöperation in the accomplishment of social purposes, he may hope that libraries will never be equipped or staffed in such a way as to be independent of pupil participation.

Reports advocating the development of libraries often set forth the attainable standards in terms of what might be installed in a new school building.<sup>4</sup> The writers have in mind the end-results, the kind of library and the kind of library service that would be most helpful in promoting directed study, the social-

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<sup>4</sup> Cf. Certain, C. C.: "Standard Library Organization and Equipment for Secondary Schools of Different Sizes." *N. E. A. Addresses and Proceedings*, 1918, pp. 691-719; also tentative report in *Educational Administration and Supervision*, Vol. III, pp. 317-338.

ized recitation, leisure time occupations, and the like. Such reports neglect, however, the valuable educational opportunities potential in the coöperative development of such a library, and the value of student participation in carrying on its work after it is installed.

Johnston has noted that "we need to think the library into our everyday school consciousness."<sup>5</sup> But even he did not seem to appreciate the rôle of student assistant-librarian and of community-participation in a coöperative promotion and functional operation of the library, though he did mention an Illinois high school that used students as library assistants.

At the Solvay High School in 1915, the rear half of the high school assembly room was cleared of desks and converted into a school library. This change was made possible by the installation of the home-room system by which the senior high school pupils used what had formerly been recitation rooms for home-room purposes. Both the fitting up of the new home-rooms and the building and installation of all of the library equipment (except the files and chairs which were purchased) was carried out by the boys and the industrial arts and vocational classes. The planning and decoration of the room was a project of the art students who submitted several alternative plans to the Repairs Committee of the Board of Education. The hangings and decorated screens were prepared by the home economics girls in conjunction with the vocational boys.

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<sup>5</sup> Cf. Johnston, Newlon and Pickell: *J. H. S. Administration*, pp. 292-298, Scribner's 1922.

The cataloging of the meagre and hitherto little-used reference and supplementary books was done by volunteers from the English classes; and committees representing social science, English, and science classes, after consultation with teachers and the public librarian submitted book-lists and magazine lists. The Board of Education's appropriation for books for the first year, generous as it was, was all too quickly exhausted; therefore, projects were undertaken to furnish more books. Gifts, voluntary "class-taxes," and finally a school entertainment for general school purposes, resulted in more than one hundred dollars being added to the funds available for library resources, which included Victrola records, pictures, music, and such science and social study exhibits, charts, and maps, as were used in connection with various classes. The commercial classes typed the cards for the catalogue and prepared mimeographed lists of books, articles, and exhibits available for various classes, the material for which was submitted by teachers or by committees appointed by them.

Participation in a library project by large numbers of pupils representing different scholastic groups and interests has been successfully carried through by the author's associates at Blewett Junior High School and at the Washington School of New York. The library, once established in even a tentative form, becomes so truly a social problem for the entire school community that pupils, teachers, parents, and many other members of the community—librarians, women's clubs, newspaper-editors—join eagerly in adding to its resources.

Newlon, when principal of Lincoln, Nebraska,



High School urged (and presumably practiced in his own school) the granting of credits toward graduation for library work.

“The library offers the most nearly ideal opportunity in the field of secondary education for vocational training. The vocation of the librarian is well established. The technical knowledge to be mastered is definite and thoroughly organized. Much of the knowledge and the skill required are well within the comprehension and ability of the high school student. There is more reason for giving credit for library practice than for work in cabinet-making, cooking, or sewing, because in the library the student is always working in actual “shop conditions,” a thing that is impossible in any other subject in high school.”

Other social problems than those already mentioned that are of value in the promotion of a creative school control, if carefully planned and guided, are legion. They vary from the “sure fire” projects like organizing school support for athletic teams or taking part in community parades and pageants, to more fundamental and complicated, though less conspicuous and spectacular, projects like a trip by representatives of the student body to the State or National Capitol, the grading of an athletic field, the beautifying of the school grounds, the distribution of school supplies, the repairing of school text-books, the keeping of school records, cost-accounting of the school business affairs.

**The Commercial Department and the School's Business Practices.**—A class of general social service sometimes undertaken by commercial departments includes various financial, clerical and bookkeeping services. Thus, at Trenton, New Jersey, the commercial pupils have charge of the sales of supplies. At the Montclair, New Jersey, High School, and in lesser degree in many other high schools, the com-

mercial pupils undertake all of the bookkeeping and accounting services connected with the social life of the school.<sup>6</sup>

At Seattle, Washington, the pupils are familiarized with all office appliances by means of school "jobs": typing and mimeographing bulletins and outlines; advertising school activities; preparation of copy for the school paper; assisting in the principal's office by checking attendance reports and accounting; filing and checking student's information cards and report cards; and doing the statistical computation, operating the switch board, repairing and accounting for the thousands of text-books in the book-room; stock accounting in shops and laboratories; making inventories for the lunch-room; and acting as stenographers and secretaries for the teachers.

The financial aspects of education are not only the problems of the Superintendent and Board of Education, they are of utmost importance as educative instruments for the boys and girls themselves. This problem of education through financial management of school activities seems to have been generally ignored. Frequently the accounting for the funds of a ticket sale or a class play has been very informal, even careless, instead of according to the strict business practices of the world outside of school. Yet, as Dewey states, "The child ought to have the same motives for right doing and to be judged by the same standards in the school, as the adult in the wider social life to which he belongs."

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<sup>6</sup>Meredith, Frank G.: "The Correlation of Extra-Curricula Activities with High School Business Education." *Vocational Education Magazine*, Vol. II, No. 4, Dec., 1923.

In schools where the pupils carry on the financial and managerial operations of some phases of the school life it is usual for all the receipts and expenditures to be checked by a central financing organization, in which both pupils and faculty take part. All money received is deposited with the faculty banker who deposits it in a general activities fund in a local bank. Thus the funds of all organizations are combined as far as connection with local banks is concerned. The rest becomes a question of bookkeeping within the school; a school bank is established with each part of its work definite.

The organization treasurer makes a monthly report showing income "from whom, for what" and expenditures "to whom, for what," accompanied by receipts to cover each expenditure. This report is sent to the commercial department, which makes an abstract of all the reports. A copy of the abstract is sent to the faculty banker and to the principal. All receipts are kept on file. It is suggested that about half of the general fund be placed at interest. This will defray the expense of blank forms, etc. Accounts may be audited by a public accountant at the end of the year.

**Home Economics Department and the Problem of Noon-day Luncheons.**—In several of the New York City high schools the lunch-room is conducted as a business enterprise under the general direction of the commercial department. One of the commercial teachers is designated to oversee the work and is, therefore, relieved of a part of his teaching load. The money handled by the pupils amounts in some cases to several hundred thousand dollars a year; help must be hired, food ordered, equipment repaired and re-



placed, patrons kept satisfied, and a profit assured—else the General Organization which receives the profit would soon find its treasury empty.

At Solvay, N. Y., the noon-day luncheon is prepared by the vocational homemaking girls with the assistance of other household arts classes. The food is sold at cost and the School Board authorizes the employment of one or more women to assist in the routine work of dish-washing.

**Prevention of Failures as a School Social Problem.**—If the school is to typify the desirable attitudes and behaviors of community life, then the more fortunate and successful members of the school community must be encouraged to assume their honors modestly and to be ready to lend a helping hand to those who, because of less ability, or misfortune, are not so happily situated. In athletics, in debate, in student governmental affairs it has been common practice for the more successful boys and girls to help in every way those who needed encouragement and assistance.

In lesson participation, however, the tradition has been quite the opposite. It has been held to be dishonest to give or to receive help in lesson preparation. With the changed attitude of progressive school people, however, lesson preparation is thought of as learning, not as preparation of teachers' tasks to be passed in for marks. Dishonesty, therefore, is no longer in question; it may be unwise to accept some one else's results as one's own for by so doing one fails to learn. He may thus cheat himself, but it is no longer a question of cheating the teacher. Where such school practices operate, the way is open for a far richer and finer experience for individuals or groups

of pupils who, acting as coaches or monitors or assistants, help pupils who have difficulties with their school work.

Under the leadership of H. M. Horst who teaches social sciences in the West High School, Akron, Ohio, twelve committees of social science pupils do "make-up" and constructive work among their fellow students.

"The major committees, which meet permanent needs or render constant service, are organized each semester. They are as follows: student advisers, student tutors, senior leaders for civic and vocational trips, and committee on investigation of stolen or lost articles.

"In the case of the minor committees the responsibilities are not as great, and less constant application is required. They usually meet temporary needs or render special service. In the past they have been grouped under the following headings:

Committees supplementing the courses of study:

Vocational conferences with the Freshmen.

Scrap-books for newspapers and magazine articles.

The listing of magazine articles for class use.

Committees aiding school administration:

Care of the lawn.

Conservation of lights.

Comparison of grades.

Tardiness.

School spirit.

Committees serving the student and their homes:

Study of wage-earning boys and girls.

Home relations.

"**Student Advisers.**—The committee of student advisers is composed of from three to five of the most reliable and influential boys and girls of the upper grades. They are chosen by the teachers of the social science classes with the advice and consent of the principal and other members of the faculty. This committee is the result of a conviction that the students should have an opportunity to discuss their problems with some one more nearly their equal than either a school administrator or a teacher can ever be.

"All pupils in need of advice of any kind are urged to consult a member of the committee. The teachers report the names of those who seem discouraged, friendless, or unable to adjust themselves.

With the coöperation of the principal, the dean of girls, and the home visitor, the committee has been able to untangle home difficulties, adjust relations between students, assist pupils in finding themselves, and aid new students in their strange environment.

"**Student Tutors.**—Each semester about fifteen of the best boy students and twenty-five of the best girl students of the upper classes offer their services as tutors without hope of any reward except a clearer knowledge of the subject taught and a consciousness of having done something worth-while."<sup>7</sup>

**Social Qualities Promoted by School Participation.**—Caldwell has very effectively stated the case for exploiting the social problems of the school:

"We seem peculiarly slow to learn the lesson set us by those who have led in invention, in scientific discovery, in industry, commerce, and in other types of adventurous productive endeavor. These were chiefly men who in their early periods of training had much opportunity to develop qualities in addition to scholarship. Initiative, responsibility, fair judgment, organization, etc., grow only according to the ways in which they are exercised. School and community life are full of opportunity for pupils to use and develop initiative, originality, responsibility, the will to do the thing which is for the common good. It is more difficult to incorporate these opportunities into school activities than merely to run a subject-matter instruction shop, but it is immensely more worth-while and indeed essential for the development of those qualities of which we have spoken. . . .

"Each school includes many units of activities, and most schools might include more of the type which offer opportunity for development of these essential qualities of leadership. The fire drill ought to be managed by pupils under teachers' supervision. The study-room which is guarded each minute by a watchful teacher is an expression of a lost opportunity. The campaign for funds for a neighboring settlement is legitimately the pupils' chance to learn service by doing service. So with the school's programs for all kinds of enterprises within and without the school. Even for policies of organizing and instructing the school may safely be opened to pupil coöperative endeavor."<sup>8</sup>

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<sup>7</sup> Horst, H. M.: "Student Participation in High School Responsibilities." *The School Review*, Vol. XXXII, No. 5, May, 1924.

<sup>8</sup> Cf. Caldwell, Otis W.: "Some Factors in Training for Leadership." *Fourth Yearbook of the N.A.S.S.P.*, 1920.



Every worthy goal to which the school community may aspire implies a challenge for coöperative endeavor to work out its accomplishment in the most effective way. Is it desired to plan a school bazaar, a class party, to improve the school grounds, to stimulate the community's interest in school, to study the provision for playgrounds in the school district? Then the general plan for action is usually the same.

Home-room groups or clubs or students councils may consider in conjunction with their faculty sponsors and the school administrators whether the proposed objective is desirable and whether the effort and time involved in getting ready and "putting across" the campaign or special event will be justifiable. If the school through its officers, or through the united action of smaller groups, decides to undertake the project, it is necessary to make sure that all interested pupils and teachers, and sometimes parents, are acquainted with the proposed undertaking, and that some use is made of every one who may be persuaded to participate.

Generally, such an affair should be a success; else, annoyances may attend the earnest efforts that have been made by pupils and others, and this may undermine school morals. Success, however, is not in itself important. The desire for success must not blind teachers or administrators or parents to the educational values of the coöperative undertaking. As in all lessons of life, mistakes will be made by unskilled committeemen or unintelligent school officers, and annoyance should be the natural outcome of such mistakes. Capable executives, whether teachers, pupils, or parents, may be tempted to take charge if plans seem slow in taking shape. But wise educators will be

no more willing to "run" a student activity than to do pupils' algebra examples for them.

It is by doing that pupils learn to do, and it is by making mistakes that they learn how not to do some things. It is not enough that the school administrator refrain from taking charge of the pageant or campaign, thus making a personal problem out of what should have been a group project. He must tactfully control the efforts of some teachers and parents, and through them he must guide many capable pupils lest they "run things." He must encourage the initiative of less confident members of the school community, who should be permitted to do the work, even though they do it somewhat less efficiently than their more able leaders could do it for them.

This does not mean that the more capable members of the society do not help the less able ones. It does mean that they will direct their major efforts not towards the success of the project, but toward the success of the educative process. The help given by the wise supervisor should be the model for the service rendered by each more capable member of the school community toward those who are learning how to serve coöperatively. Suggestions, encouragement, approval, and reference to successful practices elsewhere, or to source-books, will be most helpful. Valuable references of these types will be found in the bibliographies.

### Study Problems

1. IN THE efforts to vitalize school instruction and extra-class intellectual and social civic affairs, it is common for several departments, clubs, assembly

sponsors, etc., to coöperate in emphasizing the applications of their subjects or activities to special school and community needs, e.g., a school play, a "parents' night," a safety-first campaign. Can you cite examples of good correlations between departments, clubs, assemblies, student officers, and the like? Are there sometimes desirable reinforcements other than formal correlations? Do departments, clubs, administration, etc., ever interfere with each other in their efforts to bring about desired changes?

2. Can you cite from your experience as student or teacher, examples of coöordinated efforts to improve the school grounds, elections of school officers, "safety-first," general health, school entertainments, social work, elimination of tardiness, and the like? Criticize and evaluate these examples as judged by the four standards, optimum correlation, optimum reinforcements, minimum of needless duplication, absence of interference.

3. Outline a feasible plan for the exploitation of an apparent disadvantage, such as an overcrowded building, or lack of gymnasium, or inadequate library, to make it a real educational asset.

4. Acquaint yourself with the functions of the Social Problem Committee at Blewett, their relations to the Cabinet and Congress, and to the Faculty and Administration. Set forth a plan for a committee with similar functions for the school that you know best, indicating the relationship of the committee to other officers, committees, clubs, and other groups.



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## PART III



THE YEAR



## CHAPTER XIII

### The School of the Future

SOCIETY has reached a condition in which faith and confidence is of utmost importance. Into the hands of our bankers, our engineers, our physicians, our entrepreneurs, our teachers, our governmental officers, we put the care and protection of our property, our health, our children's futures, our very lives. It is perhaps truer now than ever before that no man liveth to himself alone.

By means of our specializations and coördinations of effort, great social progress is made in many fields. In our economic life, capital increases, credit is expanded, cities grow, railroads are improved, water-power is harnessed, luxuries of all sorts are more or less universal, at least in the urban population of our own country. In the realm of health, diseases are conquered, the span of life increases, the crippled are cured or so aided as to be self-supporting. With increased economic and physical well-being have come greater leisure and an ever-increasing range of uses to which this leisure may be put. The increasing out-of-door life, the cultural progress—art, drama, literature, and the rest—the growth of collegiate education, are on the whole the positive gains to the community.

In many fields of commercial and private exploitation of resources and time for leisure, it is more difficult to assess values. If time is the stuff life is made of, then a waste of time is waste of life. And it must



be admitted that great numbers of human beings spend little of their added leisure in the betterment of themselves or the community. Nevertheless, it can scarcely be expected that people will be equipped by original nature for a worthy use of leisure. And surely generous amounts of free time are too recent an acquisition of the "common people," to justify harsh criticism of its misuse. Nevertheless, it is a fair challenge to telic social agencies such as the library, the playground, the church, the Y. M. C. A., and similar organizations, to project a positive program whereby youth, at least, may be given attractive opportunities for spending leisure time not only harmlessly, but also in part in self-improvement and community service.

Our present problem is to try to follow out some trends in education that seem most hopeful for a thoroughly effective school organization that may one day result in specific practice in the activities of right living in relation to leisure time, and to home, economic, and civic responsibilities. From such portents as the present best practices imply, it may be possible to go beyond mere speculation in prophesying how the creative school shall conceive and fulfill its purposes. The creative school's paramount purpose is to promote more perfect and complete emotional, physical, intellectual, and social lives of youth and adults, so that the community may not only safeguard itself against disintegration, but also it may aspire to the realization of the hopes of democracy.

It may be true, as Wells has asserted, that education is the only instrument by which civilization can forestall catastrophe. But this does not justify more

grammar, more algebra, more conformity. To carry out such a comprehensive program as is needed requires something more than the extension of our present "accepted" opportunities with their narrow appeal.

**The School Is Not Necessarily an Instrument of Progress.**—We cannot count on our schools as they are now constituted to achieve these purposes. We must recognize that they are at present even promoting in some degree that stagnation and decay which according to students of society threaten progress and the future of mankind. Schiller asserts that "no one familiar with the actual working of academic institutions is likely to fall into the error of pinning his faith to them." . . . "All institutions are social mechanisms, and all mechanisms need a modicum of intelligent supervision in the absence of which they become dangerous engines of destruction."<sup>1</sup>

Here is the challenge. Can we develop the "modicum of intelligent supervision" of the process of educating adolescent boys and girls, without which our schools may be already "dangerous engines of destruction." Few would care to assert that, up to the present, secondary education as a whole has been intelligently and purposefully directed. If we are to get such direction now, we first must ask ourselves what education can confound the forces of darkness—*intolerance, ignorance, mental and physical ill-health, inertia, greed.* Here is the problem which society must face anew. In America no institution is so well calculated to take up the challenge as the socialized high

<sup>1</sup> Schiller, F. C. S.: *Tantulus, or the Future of Mankind.* Dutton and Co., 1924.

school which is even now emerging from the academic chrysalis of the conventional school.

Intolerance of the unusual is a part of original nature. It is to be decreased only by enthusiasms so powerful as to compel coöperation and sharing of resources among groups and individuals. Thus, athletics, assemblies, advisory group activities, and the like will characterize the emergent high school. For in these latter activities the desire for group success demands that the creative ability and social fitness, which contribute to the social purpose of the school, must count for more than race, color, "social position," docility and conformity. Nevertheless, the dangers of group intolerances, e.g., schools against schools, must be watchfully avoided lest the pupils escape one evil only to adopt another.

Ignorance is not to be overcome by imparting information or developing power in abstract and superficial skills such as chronological history or Latin declensions. Knowledge must be lived if it is to be learned. Civic experiences, reading with enjoyment, exploring and experimenting—such satisfying and emotionalized activities alone assure learning sufficient to overcome the ignorance that is significant to social welfare. The ignorance that needs most to be overcome is to be found in the very questions of adolescents themselves. For many of these questions each individual must find his own answer in later life.

"They want to know what meanings life has, if any—and if anyone can tell them; they want light as to their own proper vocations in the world—if they are to have vocations; they want to know the meanings of the relentless sex-hungers that gnaw at their bodies and minds; they want to get some sense of their own relationships, or lack of relationships, to the age in which they live—and, maybe, to the



ages; and for a short while at least, many of them are curious—and some are afraid—in the presence of the mystery of death. . . . As a matter of fact, these questions are mostly ignored in the years of ordinary schooling, and never answered; so that most adults carry about with them all their lives a wistfulness that has its roots in the unanswered questions of their youth. We feel that the most important task in all education is this of bringing to our young people such answers as the race has been able to find, such help as our most experienced men and women can offer. We have no fear that our young people will fail to *learn*. If they get wise answers to these crucial questions of their youth, they will spend their lives learning.”<sup>2</sup>

Health is, fortunately, being recognized by progressive schools everywhere as largely a matter of habits and attitudes; hence, activities promoting such habits and attitudes are encouraged by teachers in a spirit of joyous enthusiasm. It is still true, nevertheless, that through conventional class-room procedures and home-study, the school thoughtlessly undermines much of each good habit and attitude that in its more progressive program it promotes. Bad posture, eye-strain, worry, sedentary living, inferiority complexes, loss of sleep, irregular eating-habits—some or all of these conditions are frequent results of the non-creative, uninspiring, imposed procedures of the school.

And so of inertia and greed. Through its conventional program of traditional inert subject-matter—grammar, classics, mathematics, chronological history, and the like—and through its utilization of individual competitions and school marks, the school has promoted habits and attitudes of inertia and selfishness.

Only in its creative life can the school attack these problems effectively. It is in our school clubs, in socialized recitations, in lunchrooms, and in student councils that we seek always better ways, or

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<sup>2</sup> Hart, J. K.: “The Plastic Age.” *Survey Graphic*, April, 1926.

new ways, of solving problems that need solution, of meeting situations that must be met. Always such solutions are attempted in a spirit of unselfishness, mutual accommodation and helpfulness, and tolerance for every one who would try in his own way to accomplish the desired results.

In this sketchy survey of the school's activities in relation to the great social problems we find two schools in one—or rather, we find a new school emerging while the old one is still in process. The traditional school is still here. Pupils still spend “four hundred eighty sixty-minute hours or the equivalent thereof” seated in orderly rows, reading the great works of English literature at the same rate and with uniform cadence, the same amount of time on Latin, three fourths as much on mathematics, half as much on a second foreign language, and some time on chronological history and formal mathematical science. Such meaningless matter as is conventionally included in these courses is called “college preparation” though it is of almost no help in carrying out the important activities of college, still less of business or of cultural life of the present-day community.

The real school of life is, however, included in the public high school. Although they are given as yet little formal recognition by state departments and college entrance committees, nevertheless, the growth of purposeful student activities and the encouragement given them by intelligent and informed community leaders constitute probably the most outstanding and hopeful development in education during the last two decades.

**The New School a Social Mutation.**—Social institutions like biological species may be a long time in preparation, unseen or unrecognized. But with surprising suddenness the mutation may occur, and a new school, a new court, or a new breed exists. Doctor Slosson has pointed out how definitely this is known to occur in plant and animal evolution. But it is of more importance for us to note two cases of such an occurrence in our social institutions.

One such social mutation occurred when “our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.” The Preamble of the Constitution of the United States sets forth the fact that a political instrument is being organized for certain social ends. It is a new social institution, an embodiment of a revolutionary conception of government.

Would that the creative life of the high school had as clear a statement of its purposes! For it, too, is a social mutation. The creatively controlled high school has come that children and adults may have more perfect and complete emotional, physical, and social lives, and that the community may be safeguarded from catastrophe.

Recently another mutation has occurred in another social institution—the juvenile court has emerged from the ordinary criminal court. But in its purposes, its procedures, its atmosphere, it is very different from its parent. Dr. Miriam van Waters tells of this difference:



"The criminal code is still trial by combat; struggle between prosecution and defense. It is assumed that the rights of each are in conflict; if the prosecution wins, the defense loses. Biologically and socially this can never be true of human rights. When the long view is taken, the rights of the offender and those whom he has injured are not in conflict. They are one. Properly to treat the offender is to give the only possible permanent security to the group.

"The Juvenile Court was born of this belief. It takes for granted there is no conflict of interest between welfare of the child and that of the state; on the contrary, the very life of the state will depend on the wisdom and skill which it applies in protection of its young. The Juvenile Court deals with the delinquent as nearly as possible in the spirit of a wise parent toward an erring child. In the modern court, procedure is as simple as possible. The child is not put on the defensive. He comes before the court on a petition filed in his behalf, instead of a complaint filed against him."

The creative high school spirit and essential practices are something new! These characteristic practices are not found in Latin syntax, nor in spelling, nor in text-book history, nor in uniform regimentation of behavior. The truly characteristic aspects of this new high school education are embodied rather in the creative school control. In this creative environment active participation of all teachers, pupils, parents, and other community members is encouraged. It is being set up effectively, even if somewhat blindly, so that inertia, excessive selfishness, emotional repressions and distortions, ignorance, and intolerance may be overcome by a scientific spirit conditioning a love of mankind.

Does this seem a preposterous goal for the high school to set for itself? It is not. For, if broadly conceived, secondary education will accept all children at the very beginning of adolescence, and carry them forward to middle adolescence, the most potent years of life for emotional and social developments.

For three or four years, the school if wisely directed will have the facilities to stimulate all these pupils to engage in social experiences, and so to promote attitudes and habits that promise most for individual and community welfare. The high school can, if it is brave enough, create within itself an idealized community, paralleling the social processes and problems of the greater world in which its pupils live outside the school. And in this greater world these youths will become increasingly the controlling agents of the trends of community affairs.

Here we come to the most hopeful aspect of our whole problem. Within the institution, attitudes, skills, and emotions now present in our social life lie the possibility of the millenium. The Kingdom of Heaven is about us! It may take us many years to attain the good life in this world, but potentially we can attain it tomorrow.

The hindrances to good citizenship mentioned by Bryce are indolence, personal self-interest, and party spirit. There are found in every community, however, those who are not indolent, those of lofty character who are little affected by personal self-interest and party spirit. Better than this, even the "average man" on occasion shakes off his indolence and rises above selfishness and party spirit. Society itself has a kind of "Doctor Jekyll and Mr. Hyde" character. It is not a futile thing, to build up in the high school a purified and idealized community wherein the "Doctor Jekyll" tendencies may be encouraged and strengthened in a whole generation of the youth of the land.

Such a creative atmosphere fosters in each boy and girl a habit of self-education. He seeks answers to many questions which must be answered but which can be answered only by himself: How preside at assembly; how decrease the confusion in the lunch-room; how improve his batting technic; how organize the room library; how finance the school paper; how live life actively and purposefully. He needs answers to these questions in order to express himself adequately through effective service to the school community. And these motor activities of service beget respect, devotion, and affection for the school community and for the ideals for which the school stands.

In the creative school, diplomas will be unimportant; but intrinsic recognition of contributions to the common weal, e.g., public office, formal record and insignia, will always have a place. The curriculum of this school will give prominence only to those experiences which "inform" and make changes within the hearts and minds of youths. Both social and natural sciences will be qualitative and inspiring; they will appeal to the wonder and interests of pupils; they will have rich dramatic and emotional significance. By dealing with the scientific problems involved in school control, in shop, in laboratory, and in out-of-school life, the pupils will choose between school and family "stereotypes" on the one hand, and, on the other, a scientific attitude toward problems of government, economics, biology, physics, and the like. The pupil will come to choose for himself and to encourage in his comrades a life of intellectual and moral independence. He will realize, moreover, that only through social coöperation is such a life possible.



**The School and Christian Ethics.**—There are two alternative measures, according to Schiller, for the reform of human nature and human institutions. The one that he recommends is the eugenical reform. The other which seems to him unlikely of success is a direct application of Christian ethics. For good or for ill the public schools are committed to this second line of attack and despite the doubts of Schiller there is good reason to hope and expect that such social education can be triumphant. Nothing less than the millennium should be the goal of the creative social life of the high school, for it reflects the hopeful spirit of early adolescence when no task is impossible, when adventure beckons, when no obstacle is insuperable.

Suppose that all the thirteen, fourteen, and fifteen year old children of this country were in progressive junior high schools. This would mean that nearly *seven million boys and girls in early adolescence were taking active parts in the life of communities better than any adult society that we have ever known.* Now suppose that even half of these should continue through creative senior high schools. Then in any one high school generation we should have ready to enter adult civic life *one tenth of our entire population, ten and a half millions of youth, sweeping along with irresistible momentum in the resourceful and skilful, purposeful and confident, idealistic and comprehensive execution of a program of action that will bring to pass the better day of social and individual welfare and the epoch of general good will.*

Such a body of young people can be reached; indeed, there is every reason to expect that in the very near future they will be included in our schools.

Once they are reached, responsibility for the outcome is ours. Our success as a constructive force in the lives of future generations is dependent on the extent to which these young people, during the pulsing, creative years of adolescence, approve these dynamic principles for which we stand, practice them, and find them permanently desirable. In the undeveloped powers of these children lies the possibility of a stodgy, disintegrated adulthood such as ours, or the illimitable potentiality of a clean, healthy, purposive society in which the faith of the founders of the republic will find its justification.

The school of the future—what shall it be? We may make it what we will. May the heart of it be a group of men and women of vision and courage who, like the best of our present teachers, give themselves intellectually and spiritually, and hence, have more of themselves to give. And may they give indefatigably and vigorously to a community of youth and adults who will share all they have, so that every one may then have an abundance! For life works miracles, and as school teachers we must be not only scientists, but poets; not only intellectuals, but miracle-workers.

## CHAPTER XIV

### How Shall We Proceed?

"A man who can regard himself as a function, not as an end of creation, has arrived."<sup>1</sup>

A FAR greater number of high school principals and teachers have achieved the vision of future greatness for the creative high school than is generally assumed. Such educators are frequently making, each in his own sphere, what progress they can to promote the realization of the vision. But they find themselves needlessly hampered, partly because of the conservatism of the community and the organized faculty, but chiefly because faculty, administrators, responsible leaders in the community, and, perhaps, the teacher-of-vision himself all fear the unknown. One is on safer ground when he teaches Latin declensions and coaches a debating team than when he encourages boys and girls to experiment directly and creatively in social and artistic undertakings, and guides them only through their own approvals and disapprovals of conduct and achievements.

It is a bit discouraging for any individual to contemplate the eager efforts of social pioneers to find ways to a new and better community life, and their subsequent disillusionments. "Bright beginnings and gray endings," Wells calls them. It is the saddest of all tragedies; it lacks dramatic values

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<sup>1</sup> Grayson, David: *The Friendly Road*, p. 255. Doubleday, Page and Co.



that might otherwise make it bearable. Jesus crucified, Huss burned, Liebknecht assassinated—these spirits reached out toward a better day, and if they were not permitted to see it, at least they were not obliged to live on through the apparent failures of their efforts. But oh, the bleakness of life to him who has seen, who has sought to achieve, and who finds time and tradition too strongly intrenched for him to succeed!

The temporary successes that so often do result from the valiant efforts of a society of co-workers, newly engaged in a great effort to realize their vision, may serve to encourage others to try anew. For those who struggle and fail and cannot altogether grasp why failure is usual and probable, however, the thwarting must generally result in irritation, pessimism, a feeling of futility. Thus, Mackinder in *Joan and Peter*:

“I started my school twenty-seven years ago next Hilary. And it seems like yesterday. When I started out I meant it to be something memorable in schools. . . . I jumped into it. I thought I should swim about. . . . It was like jumping into the rapids of Niagara. I was seized. I was rushed along.”

“Time is against us all,” said Oswald. “I suppose the next glacial age will overtake us long before we’re ready to fight out our destiny.”

“If you want to feel the generations rushing to waste,” said Mr. Mackinder, “like rapids—like rapids—you must put your heart and life into a private school.”<sup>2</sup>

Nevertheless, life would be blank indeed to the man of energy and resource who would be content merely to comply with the traditions and inertia of the community. It is to such valiant souls as must strive toward a goal they can only partially attain,

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<sup>2</sup> Wells, H. G.: *Joan and Peter*.

who are happy to build with a vision a school organization that they hope, but scarcely expect, to do more than to approximate, that this final chapter is directed. It is assumed that any reader who has followed the present volume so far is prepared for heroic measures. Constructive pioneering needs boldness in thinking, daring in planning, and a readiness to be honest with oneself and to stop rationalizing the present state as satisfactory simply because it takes courage and resource to plan out a better one.

If we will think and plan for the form of secondary education that our adolescents ought to have to fit them for the present and easily predictable world—fit them to improve it—then we can make comparatively rapid progress in modifying our practices to conform to our plans.

And we must do more. We must modify more fundamentally than we have done up to now. We must create more daringly. Else, we may as well surrender the position of trust that the community has accorded to us.

**The Likelihood of Success.**—It is true that larger numbers are going to high schools and colleges than ever before. It may even be true that larger numbers still will attend high schools and colleges in the next decade or two. Nevertheless, it must be obvious to any one who is familiar with the writings of progressive thinkers that many intelligent men are losing their faith in the power of institutional education. Biologists,<sup>3</sup> psychiatrists, behaviorists, psychologists, sociologists, and “clever people” like Shaw, Strun-

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<sup>3</sup> Clark, E. G.: “Biology’s Contribution to Education.” *Journal of Education*, Jan. 29, 1925.

sky, William Allen White, each group approaching the problem from a somewhat different angle, all cast doubts directly or by implication on the probability of regenerating the world through institutional education.

And we school-men are often sustained by the sublime faith in formal education, and by our own stupid inertia which makes us content to go on teaching Latin conjugations and chronological history. Meantime, the true education for social adaptation has taken place largely apart from the school, in family, neighborhood, church, dance-hall, playground, pool-room, and elsewhere. In so far as the school has fostered social activities, it has been too frequently hit-or-miss and unplanned beyond the immediate goal of winning a game, avoidance of criticism for the magazine, "good order" in assembly, promptness in passing through the corridors, a not-too-nosiy lunch-room. To be sure great educational returns have come from these social minglings. But it would be difficult to maintain that the school has as yet purposefully directed them with the ultimate objectives of education—good-will, worthy uses of leisure, social efficiency—as the ends in view.

**More Rapid Progress Is Certainly Possible.**—The time is ripe for a purposeful program. The world is in a period of flux. A great economic class has come into privileges and blessings that were unknown to it a generation ago—and one of these privileges is attendance at high school and college. The great mass of American people is revelling in material goods, in leisure and in money that many, perhaps a majority



of them, do not know how to utilize for their own welfare.

Blindly they turn to the schools. They have no very clear idea of what they want from the schools—and, God help us! we frequently have not any clearer idea of what we ought to offer them. They seek expression, they do and will express themselves in ways that satisfy them. How they dress and paint, how they talk, and walk, and dance, and sing, and read, and all that they attend to, is controlled by the opportunities and attendant satisfactions.

Let the school furnish opportunities and provide satisfactions for desirable behavior and attitudes and make its program as clear as possible to its adult community, and progress will be rapid. The traditionalists and egotistical ignoramuses among the adults will misunderstand us; the vicious, the stupid, the snobbish, the sectarians, and the bias-ridden will pursue us. And some of us may lose our jobs.

But not many. For there are in every community many energetic, capable, and influential citizens who are as skeptical of conventional hocus-pocus as we are. And if they can be informed and interested, and welded into an aggressive organization to promote a new education for a new age and a new world, then there is the chance that a brave man seeks. But pioneering can never be made safe. All that is new is unsafe. Only the coward fears it on that account.

“No state, or constitution, or individual either, can ever become perfect, until these few philosophers . . . find themselves accidentally compelled . . . to accept the charge of a state, which in turn finds itself compelled to be obedient to them.”<sup>4</sup>

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<sup>4</sup>*The Republic of Plato*, Bk. VI, p. 238, Davies and Vaughan. Translation, A. L. Burt Co.

In America, the situation is rapidly approaching wherein capable school-men of philosophic disposition may properly assume the helm of the ship of state during the period of adolescence of each generation. For surely the present system of abstract and remote curriculum—linguistics, “pure” mathematics, chronological “history,” “memory-science,” literature of remote ages, protected as it is by state legislation, and by stupid state departments and even more stupid college entrance committees—can not be expected to develop “a better intelligence and a better heart without which disaster must overtake us all.” But the educational pioneer can push all of this to one side by the simple expedient of furnishing a wealth of opportunities for social coöperations and by carrying out a plan of records and reports and finally a completion certificate based on the outcomes for which the ideal school is set up.

In such a school, the diploma will be subordinated to a completion certificate that will contain an estimate of the capacity and habits of each student in the fields of endurance, distractibility, fatigue, regularity; it will record his reactions to intellectual, athletic, and social competitions, to responsibility, discouragement, and criticism; and it will note his emotional controls, his self-reliance and self-direction, or his dependence and inferiority.

Teaching, medicine, law, engineering, farming, homemaking, and all other significant vocations require the very same qualities that make for successful home membership, and for successful civic adjustment. In all important fields of human activities there are needed men and women who can get along with

each other, and with their superiors and subordinates; men and women who can stand ridicule and criticism; who can persevere in the face of jealousy and friction; who will not wilt under discouragement, nor flare up in anger and pitch their jobs. In fact, the whole complex of vocational knowledges and skills, of civic information, and of household arts form a relatively small part of the value of a person on the job, in the home, in his neighborhood, or in his larger community. More important characteristics are his temperamental attributes, native and acquired.

**Emphasis in Curriculum and Administration on Social Traits Necessary.**—But while the school pioneer gives his chief attention to the social life of his school and the encouragement, direction, and approximate measurement of the emotional and social adjustments of the pupil, the following changes are feasible and most hopeful within the organized curriculum itself.

First; the practice of making requirements in the fields of organized subject-matter, such as history, mathematics, languages, natural science, should be replaced by the introduction and prescription of courses planned from the point of view of the individual and society. In their own practices, the colleges themselves have begun to make such adaptations along four or five lines.<sup>5</sup>

“Within the past few years a number of attempts have been made to improve the liberal arts curriculum by *placing in the required*

<sup>5</sup> Taylor, Howard: “The College Curriculum and Social Institutions.” *School and Society*, Vol. XXI, No. 547, June 20, 1925.

For more detailed analysis of the courses, see the Bulletin of the American Association of University Professors, October, 1922, p. 27.



group a new type of course. As a matter of fact, there are four fairly well-defined groups of these courses. They are:

"Group I, courses designed to adjust the student to the college environment. For example, *College Aims* (Antioch); *Orientation Lectures* (Brown); *Introduction to College Work* (Johns Hopkins).

"Group II, courses designed to give a historical background of contemporary civilization. For example, *Introduction to Contemporary Civilization* (Columbia and many other colleges using the Columbia Syllabus); *Historical Introduction to Political Science and Economics* (Princeton).

"Group III, courses designed to present the leading problems of American citizenship. For example, *Problems in Citizenship* (Dartmouth); *Problems of Citizenship* (Leland Stanford); *Problems of American Citizenship* (Missouri).

"Group IV, courses designed to train the student in thinking. For example, *Introduction to Reflective Thinking* (Columbia).

"In addition to the courses that may be properly classed in one of the foregoing groups, one institution, at least, offers an introductory course in *Evolution*. In general, where these new courses are offered, students are required to take them in either the freshmen or sophomore year, but in some cases they are elective."

Within the senior high school are to be noted such experiments as those of Central High School of Tulsa, Okla., where in every year there are required in combination with physical education the following courses:

For all girls:

Freshmen year: Physical Education and Hygiene 2½—Music 2½

Sophomore year: Physical Education 2—Public Speaking 2—Art Appreciation 1

Junior Year: Physical Education 2½—Home Crafts 2½

Senior year: Physical Education 2½—Community Life 2½

For all boys:

Physical Education and Hygiene 2½—Woodwork, Mechanical Drawing, Forging, Sheet Metal, or Woodturning 2½

Physical Education 2—Public Speaking 2—Art Appreciation 1

Physical Education and Hygiene 2½—Music 2½ (Music Appreciation or Music Participation)

Physical Education 2½—Community Life 2½

In addition there is a four year home-room course required of all pupils, as follows:

Freshman year: High-School Handbook—one day.

Current Events—one day.

Social Conventions Parliamentary Drill, Consultation—one day.

General assembly—one day.

Class assembly—one day.

Sophomore year: Vocational Information for Boys and Girls—two days.

General assembly—one day.

Social Conventions, Consultation, Parliamentary Drill—one day.

General assembly—one day.

Class assembly—one day.

Junior year: The World's Greatest Inventions and Discoveries—Two days.

Social Conventions, Parliamentary Drill, and Consultation—one day.

General assembly—one day.

Class assembly—one day.

Senior year: Makers of the World's Great Ideals—two days.

Social Conventions, Parliamentary Drill, and Consultation—one day.

General assembly—one day.

Class assembly—one day.

Second; the schedule will set aside a considerable part of every school day, perhaps one-sixth or more, when a home-room teacher or other group sponsor and his group will meet together for advisement and mutual aid in dealing with the social problems inherent in a socialized school—care of locker rooms, building up a room library, preparation of assembly programs, intra-school athletics, disciplinary problems, methods of study. From the teachers' point of view, the purpose of these advisory periods is to help every pupil to set up for himself objectives that are for him dynamic and worth-while. For this purpose

a spirit of friendliness and joy will pervade. Pupils will find social tasks which they can adequately perform, and will be given just such help as will assure their success in these activities. The new school will appreciate that failure breeds failure and inferiority complexes, and that success leads on to further successes. Not only will the sponsor see that pupils succeed in their home-room activities, but he will count it his supreme task to inspire and help each pupil to succeed with his other school duties and his extra-school obligations to family, traffic officer, library, and the rest. This he will do by helping the pupil to avoid subjects or situations that would probably result in failure, e.g., a pupil of low I. Q. who has difficulty with grammar will be advised not to take Latin; and a pupil who stammers or is very self-conscious will be kept from assembly performances until he has had some experience in comparable situations with his friendly home-room group. Then having helped the pupil to accept responsibilities that he can perform adequately, the sponsor will fortify his confidence and provide recognition for his success. (See Part II, Chapter V.)

The rest of the school day will be spent in purposeful activities grouped according to major objectives and with pupils grouped according to needs and aptitudes.

Thus, there will be a time allotment for health and physical recreation consisting of activities characteristic of racial life situations—running, climbing, carrying, pushing, throwing—but organized in such ways as to promote leadership, coöperation, self-discipline. (See Part II, Chapter VII.)



There will be time allotments for group meetings supplemented by conferences and individual work wherein the social institutions—family, school, church, city, state, and national government, group competitions, conflicts, coöperations—can be studied fearlessly and discussed frankly. Out of these discussions will constantly grow coöperative efforts to improve the school grounds, to assist the traffic officers on duty near the school, to promote coöperation between community groups and the school, and similar projects.

There will be time allotments for an acquaintance with the developments both of natural and of social sciences, and for researches in these fields. Of such a time allotment scientific information will be one outcome, but a relatively unimportant one. The major outcome will be a scientific spirit and attitude toward life and toward methods of improving individual and group resources. Hence, such a science class will develop school gardens, will work out lighting effects for the school auditorium, laboratories, and art rooms, will analyze milk supplied for the lunch-room, will evaluate the fuel used by the school, and will perhaps be of direct service to the extra-school community in similar ways.<sup>6</sup>

Furthermore, they will carry over these same scientific methods and attitudes into the realm of land values, taxation, and insurance, in their relation to education, road repair, public parks, transportation, fire protection, and trade restriction, using local, national, and world problems as sources for these studies. Provisions will be made whereby the pupils will be-

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<sup>6</sup> Cf. *Sanderson of Oundle*, Ch. IV, §§ 4-5; Ch. VI, § 3.

come familiar with such attitudes and arguments concerning these problems as are presented by apologists for "big business" and government protection, e.g., *The Nation's Business*, the organ of the United States Chamber of Commerce, and *The New York Commercial*, a publication supported by the business group. And these same pupils will also be encouraged to read with open mind for facts and arguments, the journalistic articles of socialists, liberals, philanthropic organizations and parties.

Similarly, there will be time allotments for appreciations wherein pupils will work joyously in shop, art-room, homemaking rooms, music rooms, libraries, and assemblies. Appreciation is primarily a leisure occupation; this is true even though the appreciation phase of interest in one's vocation is present in work-hours. Appreciations are generally social. They call for mutual reënforcements; in turn, they promote pleasurable associations. They provide for each of us the opportunity to win for ourselves the attention of others, in the rendering of needed services by making, contriving, manipulating, creating. In every field of appreciation "we must ever stay within the pupils' interest range, yet ever reach beyond it, and in varied directions." Familiarity with a wide range of music, literature, pictures, shop procedures, cooking and sewing, enables us to see more in a piece of furniture or in a picture, to listen better to music or to players. For neurones disposed to act action is satisfying. Hence, familiar tunes, pictures, foods, books, do not grow stale. On the contrary, we are flattered by our

ability to enjoy them, to anticipate them, to see the hidden workmanship in them.<sup>7</sup>

For those pupils who do not now speak plainly and accurately, or write legibly and lucidly, or compute adequately, or whose posture is bad, there will be clinics prescribed, but the success of the clinic will consist in correcting the shortcomings and returning the mal-adjusted pupil to the general activities listed above. Similar clinics may be necessary for discouraged, unsocial, and "nervous" pupils, but rehabilitation, not continued treatment, is the aim of these special classes.

Finally, the new school will have the widest possible range of elective opportunities for whole-hearted, earnest, creative work in the realms of literature, the arts, historical and scientific research, and physical accomplishments. The school will, however, find it necessary to utilize the community resources; it cannot otherwise bring its young folk into contact with the artists nor provide the social satisfactions that the creative spirit requires.

Still truer is this for the vocational electives; they must find their applications in the vocational settings; the most that the school can do is to give some preparatory technical knowledges and skills, and supplement the pupils' out-of-school learnings. Home economics must be practiced in homes, shop-technics in shops, office practices in commercial offices, and so on. But the school may furnish situations wherein family-like groups require meals, rooms must be

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<sup>7</sup> "Music from the Point of View of General Education." Articles by Kilpatrick, W. H., and Briggs, T. H., *Teachers College Record*, January, 1926.



cared for, supplies purchased, and accounts kept. The school may furnish many opportunities for commercial pupils to conduct the school business, and for shop-pupils to reconstruct and repair school property.

Among the vocational preparatory groups should be included the college preparatory group, since this group is to continue its education for some vocational future. In the preparation for most colleges there is at present a considerable opportunity in the high school for pupils to take advantage of the forms of activity that have been outlined above. Indeed, the artificial learnings that so frequently are understood under the term "college requirements" can be mastered in the senior year. There can be no doubt, but that the creative, spontaneous, and vigorous activities of high school pupils in associated living, in physical activities, in civic understanding, in scientific method, in appreciation, and in specialization along the line of major interest would give the best possible preparation for what is most worth-while in college education.

Is not the stupidity of a college president vicious when he complains because freshmen in college cannot do independent creative work, while the traditional preparation for his own college prevents pupils from getting any directed practice in anything but the memorization of words from books?

"People talk about children being hard to teach and in the next breath deplore the facility with which they acquire the "vices." That seems strange. It takes as much patience, energy and faithful application to become proficient in a vice as it does to learn mathematics. Yet consider how much more popular poker is than equations. But did a schoolboy ever drop in on a group of teachers who had sat up all night parsing, say, a sentence in Henry James, or seeing who could draw the best map of the North Atlantic States? And when you

come to think of it, it seems extremely improbable that any little boy ever learned to drink beer by seeing somebody take a tablespoonful once a day."<sup>8</sup>

**The New Education a Preparation for a Social World Now in the Making.**—The education of adolescents is truly an initiation into the social usages, skills, attitudes of adult life. But it differs from the old tribal initiations in that the social usages may be modified in the process of inheritance. That is to say, the new educative process is one of becoming; by means of it, pupils are growing into the state of society that may be created, or at least profoundly modified by the very experimentation and experiencing which is to be the new education.

When experience is real and purposeful, we shall be free from much of the phantasy and split-personality life of adolescents and adults, and there will be liberated a flood of human power directed by beneficent motives that shall bring about the state of society toward which we have till now striven so haltingly. Most important from the point of view of social mechanics, such an education permits and makes probable an elasticity of tolerance, for rich and satisfying experience makes toleration concrete and adaptable.

When tolerance is so developed that it has little margin for burglary but much freedom for religious sectarianism, when it distinguishes between toleration for freedom of speech while the country is at war, and while the country is at peace, then the dangers of intolerance on the one hand and of purposelessness resulting in too great tolerance on the other are avoided.

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<sup>8</sup> Dell, Floyd: *Were You Ever A Child*, p. 34. Doran.

Such an education as we are urging in this chapter, cannot be put into effect by the principal's ukase. If it comes about at all it must have developed in a friendly atmosphere of coöperation of teachers and pupils and principals. If, however, some such plan is right and normal, it will probably come about if the principal can release himself and his teachers and parents from the dread of outside pressures and set up, in place of the conventional compliances and college phobias, a spirit of adventure, a quest for the Holy Grail.

It is primarily an intellectual and spiritual inheritance that we purify and transmit through education; material resources are secondary. We may daily perform the miracle of the loaves and the fishes—if we are wise and brave. But to accomplish this we must conceive ourselves to be the instruments of society—intelligent, self-directing instruments to be used for a great purpose—the conquest of vice and ignorance and mal-adjustments—the achievement of the millenium.

Whatever may be our motives in our domestic, recreative, and other extra-school careers, we shall succeed in our professional lives just to the extent that we can conceive ourselves to be functions and not ends of the social order.



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Some important ideas,  
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be a part of the materials or  
point of view of this course.





